


Dominion Language *Series*

Book II



DANIELS • HALL
MATTHEWS • MacKENZIE



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My dear brother

My dear brother

DOMINION LANGUAGE SERIES

BOOK TWO

FOR

GRADES FIVE AND SIX



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DOMINION LANGUAGE SERIES

BOOK TWO

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*Authorized by the Minister of Education for British Columbia
for use in Grades Five and Six.*

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FOREWORD TO TEACHERS

Behind any school text there must ever be the teacher. No book devised for use in our schools should attempt to exhaust all knowledge on the subject which it treats; it should rather serve as a guide to the true teacher, who must always remain a much more important factor in the classroom than any text. This Second Book of the Dominion Language Series is designed to provide a course in training in English for Grades five and six, but there is no suggestion that its use shall lessen the initiative of the teacher or preclude the contribution which every teacher should make to the child's training in language.

In order that this volume may serve as useful a purpose as possible, the teacher is asked to consider the following points:

1. The book is divided into sections numbered consecutively, but each number outlines a unit in the development of the subject rather than the work of a single period. The content of a section and the material required for the work of a period will often coincide, but there are cases where the mastery of a section will require two or more periods.

2. Every text must in a measure be adapted to the particular situation in which it is used. While an effort has been made to provide ample and suitably graded drill material, lack of space has been responsible for the failure to include that amount which some classes may require. The intelligent teacher should not, however, find it difficult to supplement the text by constructing exercises and drills similar to those which appear.

3. The Second Book continues to stress oral composition. Numerous sections dealing with this phase of the subject have been interspersed throughout the volume; in addition, much suggested work is grouped in a few sections dealing with debates, brief talks, etc. Our schools have not in the past given to oral composition the attention which it deserves. Approximately two-thirds of the time allotted to composition in grade five should be given to oral work; the proportion in grade six should remain about the same, any reduction being gradual, and even at the end of that grade oral composition should receive more attention than written.

4. In written composition, quality of work has been stressed as being more important than quantity, and an effort has been made to develop standards of self-criticism. The pupil who writes ten to twenty lines with an eye to correct sentence construction, punctuation, etc., receives a benefit

which cannot come from the wandering and aimless creations which have too often characterized the written composition period in the past. While there is much in the way of definite assignment in the volume, the choice of topics is to a considerable extent left to the teacher and class. The most valuable composition activity often grows out of the child's experience in home, school, or community; too definite an assignment in a text frequently leads to an undesirable artificiality.

5. So far as written composition is concerned the chief aim of the teacher of pupils in grades five and six should be to develop the ability to write a good composition of one paragraph. An effort should be made, however, to fix in the child's mind the elementary principles underlying the paragraph, and to lead gradually to the more definite treatment called for in later grades. This volume undertakes to do this by means of group practice and through observation of models.

6. A great deal of attention is given to the development of sentence sense, and the correct construction of sentences. Lack of sentence recognition is probably the cause of more errors in composition than any other factor. For this reason a large amount of varied drill has been given on this important phase of language training.

7. The study of subject and predicate as the essential elements of the sentence is undertaken in

Part I. as a natural aid in the development of sentence sense. All other work in grammar is treated in Part 2. Functional grammar is employed as an aid to the development of ability in all written work, and any formal treatment has been avoided.

8. Vocabulary building receives due attention.

9. The work in correct pronunciation begun in Book I. is continued, and it is to be hoped that teachers will not overlook its importance.

10. The development of literary appreciation through the study of carefully chosen poems both old and new is continued in Book II. Training in language expression is at the same time carried on.

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DOMINION LANGUAGE SERIES

GRADE FIVE

ORAL COMPOSITION:

VACATION EXPERIENCES

When school closed in June, it seemed as if we had a long, long vacation ahead of us. But how fast it has gone! Now we are back in school for another year's work, and it scarcely seems possible that the vacation has passed.

We are going to begin our language work this term by telling vacation stories. You may tell about any interesting incident or happening you please. Make your story short; tell about one thing only. Arrange what you have to say in proper order.

Perhaps the following list will help you to choose a subject:

- A Camping Trip
- Caught in the Rain
- The Day the Car Broke Down
- The Best Day of the Whole Vacation
- An Enjoyable Picnic
- Staying at an Auto Camp

2. REVIEW OF ORAL COMPOSITION RULES

Before we go any farther with our work in oral composition we shall review the rules which we have learned in earlier grades. The better we keep these rules in mind, the better we shall get along in our language work.

1. *Before you begin, think carefully what you are going to say.*

This is a very important rule in oral composition. If we do not follow it, what we have to say will not be clear and those who are listening to us will not be able to follow what we are trying to tell them. There is an old proverb which says, "Look before you leap." We might very well change it and say, "Think before you speak."

2. *Stand straight and look at your audience.*

A good speaker stands squarely on his feet. He does not lounge or lean on the nearest desk, or stand as if he were tired out. When you are talking to a person you look at him; in the same way, you should look at your audience.

3. *Do not use "and" too often.*

"And" is a very useful word which does a great deal of work. Many people, however, use it much too often. We have been trying for two years to learn not to work this little word too hard. Do you think you will have learned this lesson thoroughly by the time you finish Grade 5?

4. *Speak carefully and try to make everyone in the class understand you.*

Correct speech requires care and thought. Many people whom we meet judge us by the way in which we speak. What do they think of a person who says *goin', git, wuz?*

Always do your best to say each word properly and distinctly. After a time careful speech will become a habit.

3. *May* AND *Can*

In your work in Grade 4 you have learned that *I may* means *I have permission* or *I am allowed*, while *I can* means *I am able*.

Here is a review lesson on the correct use of *may* and *can*.

Copy these sentences into your exercise book, filling the blanks with the proper word:

1. ———you speak French?
2. You———not drive a car unless you have a license.
3. ———I sharpen my pencil, please?
4. You———borrow this book if you———read it.
5. What———we do to improve our language?
6. Mrs. Fulton,———I help you with your luggage?
7. Boys, you———have all the apples that you———reach from the ground.
8. You———use my bicycle if you———ride it.
9. If I———eat all of this pie, Mother says I———.
10. ———we have a story, Miss Webster?
Yes, if you———finish your work in time.

4. ABBREVIATIONS:

REVIEW

You have already learned in Grade 4 many of the abbreviations which are commonly used. The teacher will test your knowledge of these by asking you to take turns in writing on the board the abbreviated forms of the following:

Monday, November 7

5 o'clock in the morning

Doctor Brown, 9th Avenue,

Vancouver, British Columbia

Mister John Hill, Larch Street

W. H. Small, Esquire,

Post Office Box 93

Reverend John Stewart

Smith and Clark Company,

Winnipeg, Manitoba

Nine o'clock in the evening

5. HELPING EACH OTHER TO DO GOOD WORK

During the year members of the class will quite often be called upon to suggest to each other how better work in language might have been done. It is important that all pupils learn to work together in the right spirit, for much of the success of your language work depends on this.

Here are a number of points to be remembered at all times:

1. *Be courteous.* If you are pointing out a mistake, do it politely; do not hurt the feelings of

the person whom you are criticizing. Courtesy also requires that you listen attentively to the suggestions of others.

2. *Make your criticism worth while.* To be worth very much a criticism should not merely find fault; it should suggest a way to correct the mistake mentioned.

3. *Receive criticism in the right spirit.* If your work is criticized, do not forget that it is for your own good and for the good of all the class.

Observance of these three simple rules will make your work more pleasant and more profitable.

6. POEM STUDY

The following poem is spoken by a little boy who ran out of doors into the dark night when he should have been getting ready for bed. Listen while the teacher reads it to you.

ESCAPE AT BEDTIME

The lights from the parlour and kitchen shone out
Through the blinds and the windows and bars;
And high overhead and all moving about,
There were thousands of millions of stars.
There ne'er were such thousands of leaves on a tree,
Nor of people in church or the Park,
As the crowds of the stars that looked down on me,
And that glittered and winked in the dark.



The Dog, and the Plough, and the Hunter, and all,
And the star of the sailor, and Mars,
These shone in the sky, and the pail by the wall
Would be half full of water and stars.
They saw me at last, and they chased me with cries,
And they soon had me packed into bed;
But the glory kept shining and bright in my eyes,
And the stars going round in my head.

ROBERT LOUIS STEVENSON

(From "A Child's Garden of Verses," by permission of Charles Scribner's Sons.)

What things caught the little boy's attention when he ran out into the dark? Why did he not stay out longer than he did? Can you find in the

night sky any of the groups of stars mentioned in the poem?

What is meant by "the pail by the wall would be half full of water and stars"?

The teacher will discuss with the class the thought contained in the last two lines of the poem.

7. SENTENCE RECOGNITION

In your earlier language study, you have learned that no group of words is a sentence unless it *makes sense*, that is, *expresses a complete thought*. It is very important that you learn to recognize whether or not your compositions are made up of properly formed sentences.

Which of the following groups of words express a complete thought?

1. Come as soon as
2. A group of boys and girls
3. Honesty is the best policy
4. Was very glad to see us
5. Just before we left, Joe decided to come too
6. Hearing the unusual noise, he decided to find out what caused it
7. Having finished their work
8. If it rains to-morrow
9. When addressing the class
10. At five o'clock the boys returned
11. He worked so well that
12. Coming down the road we saw
13. Laughed heartily at our mistake
14. On the ground

WRITTEN COMPOSITION. Where the above groups of words do not express a complete thought, rewrite them so as to make good sentences. For example, the first might be rewritten in this way:

Come as soon as you finish your supper.

8. ORAL COMPOSITION

What is the lesson to be learned from this story?

THE RABBIT AND THE SQUIRRELS

Mr. and Mrs. Squirrel lived in the hollow of an old oak tree. They had three children, and the family lived happily and comfortably together the whole year round. In the summer they had lots of fun gathering acorns, and when the nuts were ripe in the fall, they scurried about, picking them up, and storing them in their home in the tree for the winter. They knew that they had to provide themselves with food for the cold bleak days that were coming.

One evening, in the middle of the winter, as they were all sitting together in their cosy little home, feeling very warm and comfortable, and very glad that they did not have to go out into the cold to look for food, they heard a gentle rap at the door. "I wonder who can be calling on us on a cold night like this," said Mr. Squirrel. He went to the door and opened it, and a small rabbit hopped in. He was a most miserable and unhappy looking rabbit, shivering with cold, and weak from hunger. "Oh dear, I am so tired and hungry," he said. "Please give me something to eat." Kind Mrs. Squirrel went to

the pile of acorns the family had stored for the winter, and brought back a lot of them for the rabbit to eat. The rabbit ate them, and began to feel better. He looked at the pile of acorns, and said, "Why, you have enough food here to last all through the winter! I wish I had as much food as that." "It meant a lot of work," said Mr. Squirrel, "but we all did our share. All through the summer and the fall, we gathered food for ourselves, and we saved at least half of all the acorns we found. If we found eight acorns, we put away four for the winter. That is why we do not have to worry now." "I think that is an excellent idea," said the rabbit, and he admired the thrifty squirrels very much; but he was a lazy fellow, and would not take the trouble to store up half the food he found. Often in the winter he wished he had done as the squirrels did, but in the summer, when food was plentiful, he never gave a thought to the cold months ahead.

What is meant by *thrifty*?

Of what story in your last year's work does this story remind you? In what ways are the two stories different?

Think of the chief points and prepare a plan. The teacher or one of the class will write the plan on the board.



Be ready to tell the story. Follow the plan carefully.

9. *Went, gone; write, right*

Fill the spaces in these sentences with that one of the four words above which will make the best sense.

1. When he has——home, I shall——a letter to my mother.
2. If you had——more to the west, you would have found the——path.
3. If he has——, we can——in peace.
4. You—— past the place where I was hiding.
5. Do that which is——, and——that which is correct.
6. I——to see where he had——.
7. As I——through the door he grasped my ——hand.
8. Should I——to him to say where I have——?
9. The pupils——to their seats to——a rule for the——way to use “have——”.

10. MATCHING EXERCISE:

SENTENCE CONSTRUCTION

Part of each sentence following is in column A and the remainder is in column B. Write the complete sentences.

A.

1. Everyone who hopes to succeed
2. It is my duty as a pupil
3. I can be a good citizen
4. Unless some accident has happened
5. Prove a friend
6. You can read the figures
7. We believed that
8. It is dull in our town
9. Walking by the road-side
10. Over the water, faint but sweet,
11. He did not know

B.

- before you trust him.
the story had some foundation.
must be willing to work.
he should soon be here.
by helping to protect shade trees.
that the cattle were in the grain.
he was blinded by the lights of the car.
to take good care of my books.
from where you are standing.
since my playmates left.
came the sound of music.

11. CARE IN WRITTEN WORK

You will have more written composition this year than you had in Grade 4. All written work should be done so neatly that you will be proud of your language exercise book. Some boys and girls are very careful of their writing during the writing period, but they forget to take care when they are doing other school work.

Be careful of the *form* of your work; watch the following points:

1. The placing of the title. Note how the

titles are placed in your Reader. You will remember, of course, to spell all the important words in the title with capitals.

2. Each page should have a left-hand margin an inch or more wide.

3. Every lesson should be dated. You and your teacher may decide where you will place the date; always put it in the same place.

After you have finished a written exercise, always check what you have written. Read it over carefully; make sure that you have spelled each word correctly and that the right punctuation is used in each case. If you find it necessary to make a correction, do it neatly.

Remember these things:

1. Do your best writing.
2. Watch the form of your work.
3. Check all written work.

12. A HOLIDAY LETTER

Have you written any letters to your friends during the summer holidays? Last year you learned a good deal about writing friendly letters. It is a very useful accomplishment to be able to give pleasure to yourself and others in this way.

Ray Brown lives in Banff, Alberta. He and his mother spent the holidays on the Pacific coast.

Here is a letter which Ray wrote to his father while he was away:

1506 Nelson St.,
Victoria, B.C.
July 17, 1932.

Dear Daddy,

Mother and I were so pleased to receive your letter on Saturday. I had been down at the beach all the morning and was just coming home when I saw the postman turn in at our gate and give some letters to Mother. She picked out one, and waved it at me as I was coming up the walk. I knew, then, that it was a letter from you.

Although lunch was waiting for us, we sat down and read your letter through *twice*.

We were very sorry to hear that Aunt Mary has not been well this summer. Mother thinks she should come down here to the seaside for a while. We are expecting you to come for a few weeks before we go home.

The weather has been very fine lately. Frank and I spend most of every day on the beach. Yesterday I slipped off a rock and fell into the water. I shouldn't have minded, only I had on all my clothes. My, but the water was cold! Frank laughed so hard he almost fell in too.

I wish you could bring Rover with you when you come down. He would have a fine time here on the beach with Frank's dog.

Mother is writing a letter to send with this one. We are going over to post it in time to catch the night boat. Please come down as soon as you can.

Your loving son,
Ray.

Find all these parts in Ray's letter: *heading, salutation, body, complimentary ending*. Check over Ray's use of punctuation marks and capital letters.

The name of Ray's father is Bruce T. Brown. Draw the outline of an envelope and address it as you think Ray addressed the letter to his father. *Alberta* should not be abbreviated.

13. WRITING A LETTER

Do one of the following:

(1) Bring paper and envelope from home and write a real letter to a friend. Study the model letter in Section 12. First write your letter in your exercise book. When you are sure that it is correctly done, copy it on the paper which you have brought, address the envelope properly, and mail the letter.

(2) Imagine that your mother has been away for two weeks. Write a letter containing an interesting account of what has happened during her absence. Study the model letter in Section 12 before you begin your work.



PUSSY ON THE RAFT

(From a drawing by M. W. Tarrant)

By kind permission of The Grant Educational Co., Ltd., Glasgow.

(SEE PAGE 19)

14. DICTIONARY GAME: FINDING WORDS

In your language work in Grade 4 you learned how to find a word in the dictionary. Remember that you should watch only the two words in the top margin. The first of these two is the first word in the first column on the page, while the second word in the top margin is the last word in the last column. Look at several pages and see if this is not true. When you have found the page on which the word occurs, you can then look down the columns until you come to the word you seek.

The skill which you gain from this game of finding words will be useful to you all your life. No matter how old they may become, people who do much reading need to use the dictionary. New and unusual words are found very frequently in the books which you will read, and you will need to keep your dictionary near at hand and *get the habit of using it*.

Here is a list of words which you will copy in a column in your language exercise book. When your teacher says "Go," you will find the first of these words in the dictionary. Suppose you find it on page 74 and in the second column, you will write 74/2 opposite the word in your exercise book. Then hurry on to the second word, and so on. Work as fast as you can. When your teacher says "Stop," all will sit at attention. It is now an

easy matter to check the figures which you have written down. Try to have every one correct.

yam
digit
stiver
implicit
participate
abdicate
minister
encomium

teredo
bequeath
virile
puerile
hyssop
frivolity
carnivorous
zoology

planet
gourd
jovial
nucleus
kine
llano
quadrangle
obsolete



15. POEM STUDY

The teacher will read to you the following poem about the month of October. Try to see the pictures which the author describes in these lines.

OCTOBER'S BRIGHT BLUE WEATHER

O suns and skies and clouds of June.
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather;

When loud the bumblebee makes haste,
Belated, thriftless vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant;

When gentians roll their fringes tight,
To save them for the morning,
And chestnuts fall from satin burrs,
Without a sound of warning;

When on the ground red apples lie
In piles like jewels shining,
And redder still on old stone walls
Are leaves of woodbine twining;

When all the lovely wayside things
Their white-winged seeds are sowing,
And in the fields, still green and fair,
Late aftermaths are growing;

When springs run low, and on the brooks,
In idle golden freighting,
Bright leaves sink noiseless in the hush
Of woods, for winter waiting;

When comrades seek sweet country haunts,
By twos and twos together,
And count like misers, hour by hour,
October's bright blue weather.

○ suns and skies and flowers of June,
Count all your boasts together—
Love loveth best of all the year
October's bright blue weather.

HELEN HUNT JACKSON

(From "Sonnets and Lyrics," by permission of Little, Brown & Company)

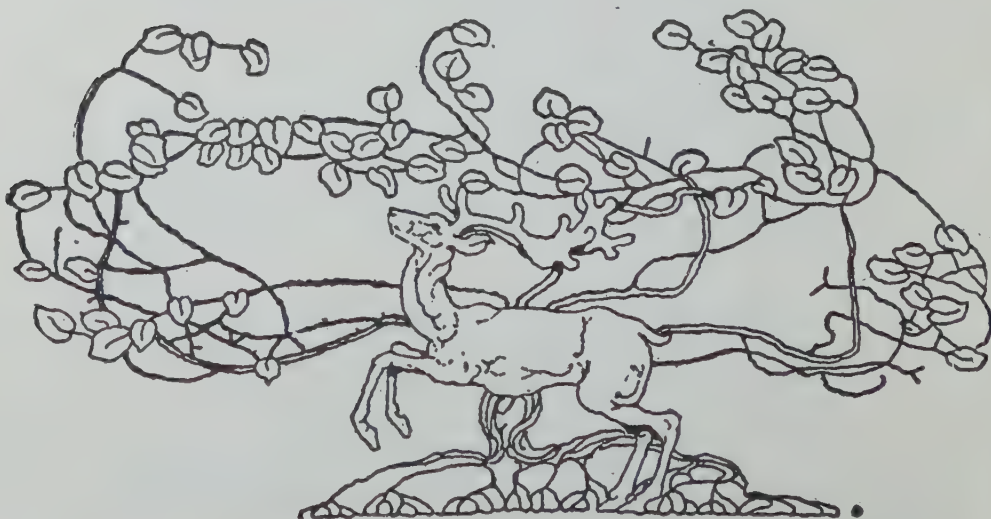
Find the various signs of autumn which are mentioned in the poem. Do you think the poem gives a good description of the month of October? What can you suggest that you might add to the description to make a better picture of that month as you know it?

Why is the bumblebee called "Belated, thriftless vagrant"?

Can you tell the class in your own words the meaning of the fifth and sixth stanzas?

Do you agree with what the author says in the first and last stanzas of the poem?

The teacher will select several members of the class to take turns in reading the poem aloud.



16. A STORY FROM A PICTURE

Words and pictures are much alike. You have learned that we can draw word-pictures; can a picture like that opposite page 15 tell a story? Study the picture and find out.

How did the kitten happen to be on the raft?

What do you notice about the dress of the boy at the right of the picture?

Was the kitten saved? By whom?

Tell the story. Try to make an interesting beginning and to secure the attention of your hearers with your very first sentence.

WRITTEN COMPOSITION. In your next language period you may write the story told by the picture.

Do not try to write a long story. In written work short compositions, neatly done and carefully checked, are usually most satisfactory. It is not *how much*, but *how well* we do, that counts.

Be particularly careful of your sentences. Remember that no group of words is a sentence unless it expresses a complete thought.



KING ARTHUR'S CASTLE, TINTAGEL

17. A POET WRITES TO HIS SON

When Lord Tennyson was visiting the rocky coast of Cornwall, in the southern part of England, he wrote a letter to his little eight-year-old son, Hallam, who was at home with his brother, Lionel, and his mother. This is the letter the poet wrote:

Tintagel, Aug. 25, 1860.

My dear Hallam,

I was very glad to receive your little letter. Mind that you and Lionel do not quarrel and vex poor mamma who has lots of work to do; and learn your lessons regularly; for gentlemen and ladies will not take you for a gentleman when you grow up if you are ignorant.

Here are great, black cliffs of slate rock, and deep, black caves, and the ruined castle of King Arthur, and I wish that you and Lionel and mamma were here to see them.

Give my love to Grandpapa and to Lionel, and work well at your lessons. I shall be glad to find you know more and more every day.

Your loving papa,
A. Tennyson.

Notice the simple, straightforward way in which the poet writes to his son. He writes as if he were actually talking with him. This is the best way to write friendly letters.

18. PRONUNCIATION

People are very often judged by the manner in which they speak. Incorrect pronunciation and careless, indistinct enunciation are generally looked upon as indicating a poorly educated person. As you have learned in earlier grades, we should try to get the *habit* of careful enunciation; this habit comes only through much practice.

Practise saying the sentences below; they should be read in unison and by different pupils in turn.

1. When the whistle blew, the men ceased working.
2. She sells sea shells.
3. Whether the weather is wet or not, we have decided to set sail at day-break.
4. There were a few new rules to be learned.

5. "They sat in the yellow sunlight out under the maple tree."
6. The west wind's song was sweet.
7. He crept toward the east tower.
8. The rapid descent was most trying.

Practise pronouncing the following words; they are frequently mispronounced.

| | |
|-----------|------------|
| Wednesday | nature |
| coming | drowned |
| February | hundred |
| every | across |
| business | children |
| very | government |
| theatre | introduce |
| athlete | don't you |

Practise pronouncing the following pairs of words:

| | |
|----------------|------------------|
| which, witch | clothes, close |
| acts, axe | breathes, breeze |
| depths, deaths | shells, shelves |
| dew, Jew | weather, whether |

You must not think that a few minutes spent on work such as the above will teach you to speak clearly. This and other sections dealing with pronunciation and enunciation should be reviewed frequently. During your oral reading lesson try to say each word clearly and distinctly. Most important of all, try to get the habit of clear, correct enunciation in your everyday speech.

19. DIRECT AND INDIRECT QUOTATION

1. Mother said, "Dinner is ready."
2. Mother said that dinner was ready.
1. Jack said, "Tom has a new bicycle."
2. Jack said that Tom had a new bicycle.
1. "You may go with me," said Mr. Fenwick.
2. Mr. Fenwick said that we might go with him.
1. "I am not a bird, but a mouse," said the bat.
2. The bat said that he was not a bird, but a mouse.

In sentence 1 of each pair given above, who is speaking?

Imagine that you are, in turn, Mother, Jack, Mr. Fenwick, the bat. Give the *exact* words which you would say in each case.

What punctuation mark is used to separate the words actually spoken from the rest of the sentence? What marks are used to enclose the exact words of each speaker?

When we state what a speaker has said we *quote* him. What we *quote* is called a *quotation*. A quotation may be spoken or written.

Now look carefully at the sentences numbered 2.

Is the thought in sentence 2 of each pair the same as in sentence 1? What then is the difference between them?

The sentences numbered 2 do not state *directly* what the speaker said but they show *indirectly* what words must have been spoken.

In sentence 1 we used *direct quotation* when we quoted the actual words spoken. In sentence 2 we have examples of *indirect quotation*.

Does the punctuation mark at the end of a *direct quotation* come inside the quotation mark or outside it? Look at a number of quotations and find out for yourself.

Make up and write in your exercise book three examples of *direct quotation* and three of *indirect quotation*. If you are in doubt as to how you should punctuate your work, refer to the sentences at the beginning of the section.

20. TWO-MINUTE TALKS

When you are older you will find it very useful to be able to stand before others and express your thoughts clearly and concisely. Grown people often remark that they wish that they had had more practice along this line when they were younger.

At various times during the year the teacher will ask a number of you to give brief talks to the class. No pupil will be allowed to speak for more than two minutes, but everyone called on should speak for at least a minute.

The following points will help you:

- (1) Careful preparation is necessary; make notes if you wish, but learn to depend on them as little as possible.

(2) Your time is short; use it to advantage by saying only that which is worth while.

(3) Remember your oral composition rules.

You may prepare a list of subjects which you think would be interesting, or you may use any of the following:

My Dog (or any other pet)
Coming to School This Morning
A Fire
A Pleasant Holiday
A Runaway Horse
A Humorous Incident
A Surprise
A Cross Dog
When the Joke Was on Me
Why I Like History (or any other subject)
Safety First
Hallowe'en
St. Valentine's Day

21. DEVELOPING SENTENCE SENSE

Some of the following groups of words are sentences; some are not.

Pick out the groups of words that are sentences. Tell what is spoken about in each group of words which is a sentence.

A little girl with a red cloak
An old man with a walking-stick
A kindly old lady gave the boys some apples
The window at the top of the stairway
The wind blew down the tall elm tree

The picture hanging on the wall
They walked slowly home
The squirrels were gathering their harvest of acorns
The harvest moon was shining over the valley
Merry troops of boys and girls
All winter long through the deep snow
A horseman rode at the dead of night
Paddling down the river in a birch bark canoe
The doctor lives in the white house at the top of the
hill
Over the river, across the meadow and up a winding
path

Why did you decide that certain of the above groups of words were not sentences?

If you apply this test to all your spoken and written composition, your work will be greatly improved. Always keep in mind that you must develop *sentence sense*.

22. *Learn AND Teach*

This will be a review lesson on something which you have already studied in Grade 4.

You will remember that you *learn* something yourself, but that you *teach* someone else. Thus, you *teach* your dog tricks; your dog *learns* the tricks.

Copy the following sentences in your exercise book and fill in the blanks with the correct forms of *learn* and *teach*.

1. Will you please——me how to skate?

2. When I have——how to drive a car, I shall
——my brother.
3. Many great men have——to do things by
——themselves.
4. Can you——me how to tie a square knot?
5. I have——my little brother to read; he is
also——to write.
6. A duck does not need to be——to swim.
7. He——me to make a kite but I did not——
easily.
8. If you will try to——me to play the piano, I
will do my best to——.
9. While I am——my lessons, I do not wish to
be——how to do puzzles.
10. I shall——this if I have to——it to myself.

23. SHORT WRITTEN COMPOSITION

While most of your composition practice in Grade 5 will be oral, you will have a good deal of written composition. Every pupil should strive to learn how to write a short composition which is correct in every way. It is a mistake to attempt long compositions; try rather to write short ones in which every sentence is clear, the punctuation and spelling correct, and the work neatly done. One paragraph which is well done is worth more than pages of poor work.

In Section 20 you were given a list of topics for two-minute talks. Most of these would be suitable for short written compositions,—the written work to follow the oral composition. The best

plan, however, is for the teacher and class to prepare a list of topics. There are many interesting things happening every day at school, at home, and in your community. Your literature, history, and other school subjects will also supply you with interesting topics. At the beginning of each month the class might draw up the best possible list for that month's work.

24. CAPITAL LETTERS:

REVIEW

You have already learned and used a number of rules about the use of capital letters. Make from memory as complete a list of the uses of capitals as you can.

Read carefully the following sentences, and tell in each case why a capital letter is used.

1. When I grow up, I hope to visit Scotland.
2. We read *The Lives of the Hunted* during the holidays.
3. We are going to visit Aunt Grace on Thanksgiving Day.
4. School re-opened after the holidays on the first Tuesday in September.
5. Tom shouted to the boys, "Dinner is ready."
6. So thick a haze o'erspreads the sky
They cannot see the sun on high.
7. On Dominion Day I went to Edmonton with Helen and Dorothy.
8. Cold December brings the sleet,
Blazing fire and Christmas treat.

9. On Tuesday the teacher read us a story from Kipling's *Just So Stories*.

25. A CLASS NEWSPAPER

In Grade 4 you learned about publishing a class newspaper. If you found this interesting, you may do the same thing this year.

Since you learned a good deal last year about how a paper should be prepared, you will not need to be told very much about how to carry on the work. The following suggestions may help you to prepare a good paper:

1. Choose a name for your paper.
2. Choose an editor-in-chief and assistant editors.
3. Decide what your paper will contain,—class news, poems, stories, riddles, illustrations, and whatever else the class may wish.
4. How often do you wish to prepare a class paper? Have a different group of editors for each number.
5. None but the best work in composition and drawing should appear in the paper. Every pupil should be proud to have his work chosen.
6. This is to be a *class* paper, so everyone should assist in its preparation.
7. It might be interesting to exchange class papers with other classes in your school or with other schools.

26. HOMONYMS

You will remember that you have learned that homonyms are words which have the same sound but a different meaning, such as *hear*, *here*.

Make up sentences using, in each, one of the words in the list below. Do this orally.

| | | |
|-------|-------|-------|
| berry | sew | too |
| site | their | hare |
| hymn | grate | peace |
| awl | won | steel |
| threw | right | our |

Now you will write sentences, each of which is to contain a word which has the same sound as one of the words in the above list but which is spelled differently.

27. SENTENCE PUZZLES

Here is a sentence which has been divided into short sections. These sections have been mixed up and each section has been given a number.

(1) A pail of water (2) Walter has gone (3) for dinner (4) to the spring to bring

If you place part number (2) first, with part number (4) in second place, the rest is easy. The sentence would then read,

Walter has gone to the spring to bring a pail of water for dinner.

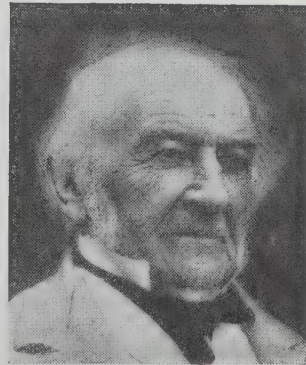
If you place the numbers in the same order as the sections you will have 2413 as your result.

Re-arrange and re-write the sentences below and express your result in figures.

- A. (1) was as sturdy and brave (2) Peter the King
(3) as a boy may be
- B. (1) named Dolly (2) but was allowed to run (3)
There was an old gray pony (4) about in a small
field (5) that was too old to work
- C. (1) from the top of a long stalk (2) which was
as high (3) It nodded (4) as the top of Peter's
head (5) above the ground
- D. (1) who sold all sorts of clothing (2) of people
(3) Next day the magician (4) and led him to a
merchant (5) for different classes (6) called for
Aladdin

28. AN ANECDOTE

One of the greatest statesmen of all time was William Ewart Gladstone, who for many years was Prime Minister of Great Britain. You will learn when you are older how he served his country. This story, however, does not tell of his great work as a statesman, but of an amusing incident that happened when he was a boy of six years old.



A nobleman who had taken a liking to him asked him to dinner one day. Before he went, his father said to him, "My son, remember when you are at the table you must do exactly as his lordship does."

Gladstone watched his host closely, having in mind his father's orders. Soon his lordship sneezed several times; Gladstone did the same. A few minutes later his host exclaimed, "This room is very draughty!" and told a servant to close the door.

"This room is very draughty!" said Gladstone, and gave the servant the same order.

"I think you are making fun of me!" said the nobleman.

"Oh, no, your lordship!" cried Gladstone.

"Then what are you doing?" asked his host.

"Only what my father told me, sir. He said that at table I must do exactly as your lordship did, and I have tried to obey him."

"That will be a lesson to me," said the nobleman, and he laughed heartily. "I must never do that which I should not wish others to do."

What is an *anecdote*?

Read this anecdote carefully. Close your book and think the story through. A number of pupils will tell it to the class.

Suggest how to-day's oral composition work might have been improved.

DICTATION. Write the first two paragraphs from dictation. The teacher will give you time to study them. Observe each punctuation mark carefully.

29. *Did, Done; Doesn't, Don't; Isn't, Aren't*

REVIEW

Complete these sentences by using one of the above words, and write them in your exercise book. Be sure that your punctuation is exactly correct.

1. "Are these your gloves, Hazel?" "No, they _____mine."
2. "Does he do his best?" "No, he_____."
3. "Is this your pencil?" "No, it_____, " said Fred.
4. Although he_____his work well, he did not receive the prize.
5. These_____the pictures I expected to see.
6. _____she understand how to work those problems?
7. Has he_____as much as he can?
8. _____you ready for the concert?
9. We_____believe that such a thing ever happened.
10. The girls have lost their lunches but they_____seem to worry about it.
11. No one could have_____more for him than you have.
12. "Why_____supper ready?" said Walter, as he rushed into the room.
13. _____they expect to be at the party?
14. He_____willing to come with us.
15. When the milkman finds no bottle on the step, he_____leave any milk.

30. POEMS BY A LITTLE GIRL

Not many grown-up people have written truer poetry than did the little girl who wrote the following poems. The teacher will read aloud these poems and talk about them with the class.



GEOGRAPHY

I can tell balsam trees
By their grayish bluish silverish look of smoke.
Pine trees fringe out.
Hemlocks look like Christmas.
The spruce tree is feathered and rough
Like the legs of the red chickens in our poultry yard.
I can study my geography from chickens

Named for Plymouth Rock and Rhode Island,
And from trees out of Canada.

No; I shall leave the chickens out.

I shall make a new geography of my own.

I shall have a hillside of spruce and hemlock

Like a separate country,

And I shall mark a walk of spires on my map,

A secret road of balsam trees

With blue buds.

Trees that smell like a wind out of fairyland,

Where little people live

Who need no geography

But trees.

HILDA CONKLING

Do you know the trees mentioned in the poem?
Find the lines which describe these trees. Are
they well described? Have you ever walked among
trees "that smell like a wind out of fairyland"?

DANDELION

O little soldier with the golden helmet,

What are you guarding on my lawn?

You with your green gun

And your yellow beard,

Why do you stand so stiff?

There is only the green grass to fight!

HILDA CONKLING

(Written at the age of eight)

*(Both selections from "Poems by a Little Girl," Copyright 1920,
by permission of Frederick A. Stokes Company)*

Tell why you think this is a good description,
or otherwise, of the common dandelion. Have you

ever tried to write a poem about some common thing? If you would care to do so, your teacher may give you time to try what you can do.

31. A FABLE IN VERSE

Aesop's fables were written many centuries ago. This fable in verse, however, was written by a modern author, Ralph Waldo Emerson. Read the poem.

A FABLE

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig";
Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so sly.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

RALPH WALDO EMERSON

What did the mountain mean when he called the squirrel "Little Prig"?

Whose side do you take in the quarrel?

Which had the better of the argument?

Look up the meanings of the following words:
former, latter, doubtless, sphere, occupy, talents.

32. EXPRESSING THOUGHTS IN SENTENCES

You have learned to express your thoughts in spoken or written language. You have been taught to express your thoughts in sentences.

A sentence is a group of words which expresses a complete thought.

Remember that language always expresses *thought*, for spoken or written words are merely signs or symbols to indicate or tell what one is thinking.

Always there must be *thought* before *speech*.

Your sentences must express your thoughts about the thing mentioned and not about yourself or something else.

Examine these two sentences:

1. Milk is a wholesome food for children.
2. I am fond of milk.

The first sentence expresses my thought about *milk*.

The second sentence tells about *me*.

Write sentences expressing one thought about each of the following:

Hallowe'en
fishing
apples
holidays
Indians

aeroplanes
autumn
bees
Columbus
river

33. WORK WITH WORDS

We very often use words which are formed from other words. Thus, the words *sadly* and *sadness* are formed from *sad*; in the same way, *unwise* and *wisdom* are derived from *wise*.

The second and third columns below contain words which are formed from those in the first column. Arrange the words which belong together in groups of three. The teacher will help you with the first two groups.

glad
believe
merry
rapid
differ
appear
polite
accept
child
patient
happy
true
harm
angry

politely
truly
angrily
harmless
believed
gladly
differed
rapidly
merrily
accepted
appearing
patiently
childish
happily

merriment
acceptable
untrue
childhood
appearance
patience
harmlessly
belief
gladness
politeness
difference
happiness
anger
rapidity

34. A MODEL LETTER

Here is a letter written by a girl who had been blind, deaf, and dumb since she was two years old. You will be interested to know how she learned to speak, read, and write, and win her way through college. Perhaps your teacher will tell you the story of Helen Keller some time.

Helen was only ten years old when she wrote this letter to the poet, John Greenleaf Whittier, who afterwards became her firm friend.

After the letter has been read, the class may discuss it. Is it an interesting letter? Are the *heading* and other parts correctly written? Could every boy and girl who has the use of eyes and ears write as good a letter as this?

Institute for the Blind,
So. Boston, Mass.

Nov. 27, 1889.

Dear Poet,

I think you will be surprised to receive a letter from a little girl whom you do not know, but I thought you would be glad to hear that your beautiful poems make me very happy. Yesterday I read *In School Days* and *My Playmate*, and I enjoyed them greatly. I was very sorry that the poor little girl with the browns and the "tangled golden curls" died. It is very pleasant to live in our beautiful world. I cannot see the lovely things with my eyes, but my mind can see them all, and so I am joyful all the day long.

When I walk out in my garden I cannot see the beautiful flowers but I know they are all around me;

for is not the air sweet with their fragrance? I know too that the tiny lily-bells are whispering pretty secrets to their companions, else they would not look so happy. I love you very dearly, because you have taught me so many lovely things about flowers, and birds, and people. Now I must say good-bye. I hope you will enjoy the Thanksgiving very much.

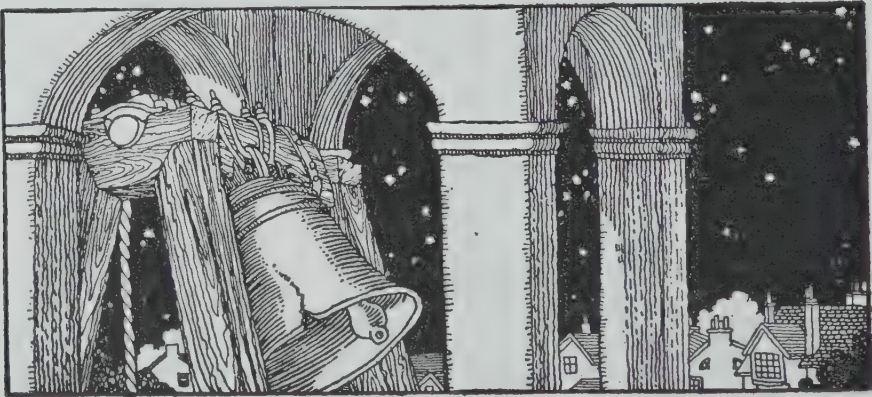
From your loving little friend,

Helen A. Keller.

To Mr. John Greenleaf Whittier.

(From "The Story of My Life", by Helen Keller, copyright, 1930, by Helen Keller, and reprinted by permission of Doubleday, Doran and Company, Inc., publishers.)

The "little girl with the browns" means with the *brown eyes*.



35. CHRISTMAS BELLS

Boys and girls usually look forward to a Christmas entertainment in the class-room at the end of the term in December. The following poems would make good recitations for an entertainment of such a kind.

I heard the bells on Christmas Day
Their old familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good-will to men.

H. W. LONGFELLOW

The time draws near the birth of Christ;
The moon is hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist.

Four voices of four hamlets round,
From far and near, on mead and moor,
Swell out and fail, as if a door
Were shut between me and the sound:

Each voice four changes on the wind,
That now dilate, and now decrease,
Peace and goodwill, goodwill and peace,
Peace and goodwill, to all mankind.

LORD TENNYSON

THE FIRST CHRISTMAS

Maid Mary came to Bethlehem town,
 (Now, Christ be with us all)
The snow adrift upon her gown;
Full wild the wintry wind did blow,
Yet room was none for her to go
 In cottage or in hall;
That night to her the Lord came down,
In a poor stable stall.

That night the stars went singing, and the wind,
And all the choiring angels, row on row,
And shepherds, hasting through the dark to find
Thee in the manger low.

O shepherds brought their gifts to Him,
 (Christ dwell with us tonight)
And kings came riding from the dim
Great lands beneath the eastern sky,
And patient ox and ass stood by
 With wondering eyes and bright;
And cherubim and seraphim
 Sang glory up the height.

And through the years between us and that morn
Still sounds that angel singing, clear and true;
And still, each Christmas Day, the Child is born
King of our hearts anew.

NORAH M. HOLLAND

(From "When Half Gods Go," by permission of The Macmillan Company)

Never yet was a springtime
Late though lingered the snow,
That the sap stirred not at the whisper
Of the South wind soft and low;
Never yet was a springtime
When the buds forgot to blow!

MARGARET SANGSTER



36. WRITTEN COMPOSITION

In Section 31 we had the story of the argument between the mountain and the squirrel. Imagine an argument between a big St. Bernard dog and a little fox terrier. Write the story, being careful of quotation marks.

If you prefer, write the story of an argument between any of the following:

- A robin and a cherry-tree
- A horse and an automobile
- A rabbit and a bear
- A cannon and an air rifle

37. *Weak, week; good, well*

REVIEW

Complete these sentences by filling each blank with one of the words in italics. If you write them neatly you will enjoy it more.

1. At the end of a——he was too——to do his work——.
2. It is——that you should save a little——by——.

3. If you do——work for a——I will reward you——.
4. The——boy will, by next——, be feeling——.
5. He was——to me when I was not—— enough to walk.
6. Although his eyes were——he could see quite——in the dark.
7. These are——apples but I am too——to carry them.
8. He was ill for about a——, and though he feels rather——he will soon be as——as ever.
9. He writes——and does——work.

38. SENTENCE RECOGNITION

Below are fifteen groups of words. Some express a complete thought and some do not; in other words, some are sentences and some are not. Read the fifteen groups and decide how many are and how many are not sentences. The teacher will tell you how many have decided correctly.

1. Every day in the week
2. When he once made up his mind to do it, nothing could discourage him
3. Fearing that the voyage would be a dangerous one
4. Knowing that the enemy planned to attack, the general strengthened his defences
5. With a great deal of pleasure
6. The fierce rapids of the river

7. Walked rapidly away in the direction of the sound
8. Tom said nothing
9. If you go, be sure
10. Many years ago, in a little village in Ontario
11. Although he was frightened, he refused to show it
12. Cheering madly, the British troops charged the enemy
13. Laughing aloud
14. Slowly and sadly we laid him down
15. Loudly the bell in the old tower

WRITTEN COMPOSITION. Rewrite the groups of words which do not express a complete thought, adding those words which are necessary to make sense. The teacher and class will do the first two together.

39. GOOD MANNERS

In your earlier language work you have had several lessons on good manners, and you are all old enough now to know how important it is to be courteous at all times. Learning to be well-mannered is like learning the multiplication table—it requires constant practice. In Grade 3 you found the multiplication tables difficult, but now you think them very simple; have you made the same progress in manners?

In order to make sure that we have not forgotten our rules for good manners, we shall have

a lesson on them to-day. Instead of having rules given to you, you will make them for yourselves. It will probably be best if you use different headings. This list may help you:

Politeness at school
Politeness at home—at the table,
 answering the telephone, etc.
Politeness on the street
Showing respect for our elders

The rules will be written on the board by a pupil. Check the work. Copy the rules in your exercise book.

40. WRITING AN ORIGINAL LETTER

To-day you are going to practise some of the things which you have learned about the writing of friendly letters. It is easy enough to write correctly the heading, salutation, and complimentary ending. The *body* of the letter is the most important part, as it contains your own thoughts and is your own composition. It has the most interest, also, for the person to whom you are writing.

Read the letters in Sections 17 and 34 in this book. They are actual letters written by people to friends or relatives. Notice how naturally each writer tells what he has to say in the body of his letter.

Suppose you each take a part of your time to-day to write a friendly letter. This would be a

good time to write a letter you owe to a friend. Ask your teacher for help, if you need it, in the composition of your letter. Try to make your letter as interesting as possible. Check over carefully your use of paragraphs, capitals, and punctuation marks. Make good use of what you have learned about the different parts of a letter.

Here are some suggestions for letters if you prefer to use them:

1. A letter to your mother telling her what gifts you would like to give to friends at Christmas.
2. A letter to a friend telling what gifts you received at Christmas.
3. A letter to a friend who is attending some other school.
4. A letter to a friend telling how you expect to spend your holidays next summer.
5. A letter to an author telling how much you enjoyed a favourite book or poem.
6. A letter describing a real or imaginary holiday trip to some part of the province in which you live.



41. DICTIONARY GAME:

SPEEDING UP

Some time ago you played the game of "Finding Words." Some boys and girls take much longer than others to find a word in the dictionary. When you need to know the meaning of a new word, how it is spelled, how it is divided into syllables, or how it is pronounced, you must get the good habit of finding this information as quickly as possible.

This game is called "Speeding up" because you will all try to take less time in finding a word than you did at the time of your last dictionary lesson. Your teacher will write twenty-five words on the blackboard and number them from 1 to 25. These may be words from your geography, your history, or any other subject which you are studying. Perhaps some of these words you have never seen before. Each of you will be given a slip of paper with at least twenty-eight lines on it. On the top line you will write your name.

When you are all ready with your dictionaries closed on your desks, your teacher will say "Go." If word number 1 is found on page 47 and in the second column, you will write 1.—47/2 on the first line under your name on the slip of paper. If word number 2 is on page 86 and in column 1, you will write 2.—86/1, and so on through the list.

After five minutes you will be given the command "Stop." When the figures on your slips have been checked, you will know how many you have correct. The one with the highest number right wins the game. If there are two or more with the same number correct, they may be given another word to find. The first one to find it is the winner.

Be sure to keep a record of your score.

The teacher will give you the same test in a month. Try to improve your score.

42. WHO IS IT?

Last year you played the oral composition game, *Who Is It?* In this game a pupil described a classmate as accurately as he could. After he had given his description, the class guessed who had been described.

You will do the same thing to-day except that you will write one paragraph describing someone in the class. Try to draw a *picture in words* of the person whom you are describing.

Several of the paragraphs will be read. Decide which is best.

You will not, of course, write anything which would be discourteous to any member of the class.

43. DIRECT AND INDIRECT QUOTATION

In Section 19 you learned the difference between *direct quotation* and *indirect quotation*.

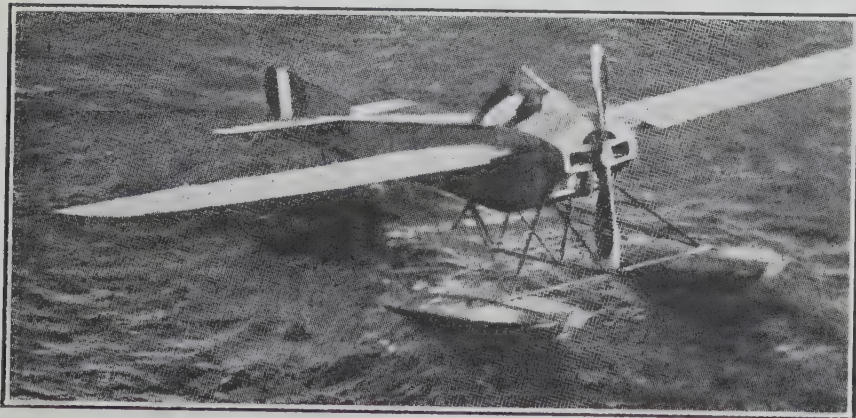
Below is a number of sentences. The class will decide if the *quotation* in each sentence is *direct* or *indirect*. Give your reason in each case. Note the punctuation carefully.

1. The city mouse said, "How dull you must find it here!"
2. The country mouse assured him that life on the farm was really enjoyable.
3. "How did you make this cake?" said Mrs. Friendly to Mrs. Cheerful.
4. Thought I to myself, "What a great amount of unhappiness would be saved if people would all remember the golden rule!"
5. The clerk in the hotel asked the traveller if he wished to be called in the morning.
6. Mary said that she could not remember where she had left the book.
7. My father said that we should buy made-in-Canada goods whenever possible.
8. "I love my country," said the patriot.
9. The principal told his scholars that Canada expected them to be true Canadians.
10. "Shall I begin work at once?" enquired the man.

44. HOMONYMS

In each of the sentences below you will find two blanks; in parentheses at the end of each sentence are homonyms with which to fill these two blanks.

1. If you are to——the bread, you will——
an apron. (need, knead)
2. Over the——was a bridge which would——
when anyone walked over it. (creek, creak)
3. He asked for a——as he had but one——
quarter left. (lone, loan)
4. The——to the fortune was not fond of fresh
——. (heir, air)
5. In a mild——such as this it is easy to——
mountains. (climb, clime)
6. On the——day the soldiers marched——to
victory. (forth, fourth)
7. As the eagle——around his head, he at-
tempted to kill it with a——. (sword, soared)
8. The seaplane went——across the——of
Dover. (straight, strait)



9. A———like that requires nimble———. (feet, feat)
10. ———at heart, he watched the aeroplane——— away without him. (soar, sore)
11. Every time the bell was———she———her hands in terror. (wrung, rung)
12. The captain mapped out his———on a piece of———paper. (course, coarse).



45. A FABLE

THE HARE AND THE TORTOISE

Below is one of Aesop's best-known fables; you have perhaps read it before.

A hare, proud of his nimble legs, once made fun of the slow gait of a tortoise. To the amusement of the hare, the tortoise challenged him to a race. Smiling to himself, the hare accepted the challenge.

As soon as they left the starting-point, the plodding tortoise was left far behind by his fleeter rival. "He'll never catch me," said the hare. "I might as well rest a while." So he lay down in a shady spot and soon fell asleep.

In the meantime the tortoise kept slowly and steadily on. When the hare awoke, he sprang up with a start and sped toward the goal. But he was too late, for the tortoise, which he had so scorned, had already won the race.

If necessary, look up the meanings of the following words in your dictionary: *nimble, challenged, gait, plodding, fleeter, rival, scorned*.

Aesop wrote his fables twenty-five hundred years ago. A fable is a story written with the purpose of teaching some truth. What is taught in this fable?

Tell the story.

DICTATION. Study the second and third paragraphs. Note every punctuation mark. The class will write these two paragraphs from the teacher's dictation. Check your work.

46. KINDS OF SENTENCES

Examine the following sentences:

1. The old woman lived in a shoe.
2. Canada extends from the Atlantic to the Pacific.
3. Where did Robin Hood live?
4. Do you live in a city or in the country?
5. Go home at once.
6. Have mercy on thy people, Lord!
7. What a beautiful day it is!
8. Hurrah! Our team has won!

The first sentence *tells* or *states something* about the old woman.

The second sentence *makes a statement* about Canada.

The third sentence *asks a question* about Robin Hood.

The fourth sentence *asks a question* about *you*.

The fifth sentence *expresses a command*, ordering someone to do something.

The sixth sentence *expresses a request or entreaty*; in it God is asked to have mercy on his people.

The seventh sentence makes a statement, but it also *expresses* a feeling of pleasure.

The eighth sentence not only states a fact but it also *expresses strong feeling*. The person who said this must have felt very proud of his team.

There are many sentences like the seventh and eighth sentences which not only may make statements, but also express some strong feeling or emotion such as surprise, pleasure, anger, sorrow, or pain.

Thus you may observe that sentences

1. simply make statements.
2. ask questions.
3. express commands or requests.
4. make statements and also express some strong feeling or emotion.

Note carefully the punctuation mark at the end of each kind of sentence.

What punctuation mark is used at the end of a sentence

1. that tells or states something?
2. that asks a question?
3. that expresses a request or command?
4. that expresses strong feeling or emotion?

47. KINDS OF SENTENCES

Write three sentences which *tell or state something* about yourself.

Write three sentences which *ask questions* about the district in which you live.

Write three sentences *expressing a command or request*.

Write three sentences *which express some strong feeling* as surprise, gladness, fear, anger, or sorrow.

48. *Lie, Lay, Lain, Lying*

The four words above are all forms of the verb *lie*.

Examine carefully the following sentences, noticing particularly the words in italics:

1. The cat *lies* in the sun.
2. The cat *lay* in the sun all morning.
3. The cat *has lain* there for the last hour.
4. The cat *is lying* before the fire.
5. The apples *lie* on the ground under the trees.
6. The apples *lay* on the ground until frost came.

7. The apples *have lain* there since the high wind blew them down.
8. The apples *are lying* in rows in the orchard.

What meaning do you attach to these italicized words? Read the sentences again, but put some form of the verb *rest* in place of the italicized words. Does this change make any real difference in the thought expressed?

It is clear, then, that the verb *lie* and its other forms express the idea of *rest in a place*.

Which form requires a helping word such as *have* or *has*?

Fill the blanks in the following sentences with the proper form of the verb *lie*:

1. A stubborn mule sometimes——down in the harness.
2. The football is——in a pool of water.
3. The boat——at anchor in the harbour for several days.
4. The ruins of the old castle have——there for many years.
5. The soldiers——on the battlefield all night.
6. That book has——unopened for the last week.
7. Coming to a mossy bank, I——down to rest.
8. The autumn leaves are——thick under the trees.
9. ——down, Rover, and stop barking.
10. I haven't——down for two days.
11. Last night I——on a couch.
12. The cattle had——in the grass all night.



49. THE COMMA:

REVIEW

You have already learned the following rules about the use of the comma:

1. A comma is used to separate words in a series.

Men, women, and children hurried homeward.

They travelled through England, Scotland, and Ireland.

2. The name of the person or thing addressed is separated from the rest of the sentence by a comma or commas.

Ted, will you please clean the board?

I think, children, that you have done your work very well.

3. Except where a question mark or an exclamation mark is needed, a direct quotation is separated from the rest of the sentence by a comma.

"You are mistaken," said the gentleman.

Bun replied, "You are doubtless very big."

4. When *yes* or *no* is used as part of an answer, a comma is used to separate it from the rest of the sentence:

Yes, I have read *The Swiss Family Robinson*.

No, that is not the reason.

Examine the use of the comma in the following sentences. Give the reason for its use in each sentence by referring to one of the above rules.

1. O, Mary, go and call the cattle home.
2. He said the window was broken by John, James, or William.
3. "I'm half sick of shadows," said the Lady of Shalott.
4. Be good, sweet maid, and let who will be clever.
5. The birds, trees, and flowers were thankful for the rain.
6. Yes, I will go if you need me.
7. Yes, Miss Brown, I shall get the book for you.
8. Honours, titles, and praise were showered upon the victor.
9. No, it is not going to snow.
10. Alice, where is my pencil?
11. The king said, "He shall rule for one day in my place."
12. Halifax, St. John, and Montreal are Canadian seaports.

50. KINDS OF SENTENCES

1. A *declarative* sentence tells, states or declares something as a fact.
2. An *interrogative* sentence asks a question.
3. An *imperative* sentence expresses a command or request.

4. An *exclamatory* sentence expresses pleasure, pain, or some other strong feeling or emotion.

When we feel pain, pleasure, grief, anger or any other strong emotion, we do not usually speak in an ordinary tone of voice but we cry out or *exclaim* and thus express our feeling in an *exclamatory* sentence.

WRITTEN EXERCISE: Write one fact about each of the following:

ball

church

lawn-mower

kite

plums

bicycle

newspaper

robins

What kind of sentence will each be?

What punctuation mark should be placed at the end of each?

After writing these sentences, try to change them to interrogative sentences.

51. A DEBATE

Find the meaning of the word *debate* in your dictionary.

Boys and girls in the fifth grade usually enjoy having a debate. The first thing—and a very important thing—is to decide on a subject which is full of interest and which allows speakers on both sides to get good arguments.



After a subject has been decided on, speakers may be chosen for each side. In school debates it is often a good plan to divide the class into two groups. Everyone in the class then prepares one side of the question, and must be ready to speak for his side if called on to do so.

In preparing a debate, plan carefully what you are going to say. A time limit is usually set, so you must decide on the most important things which you can say in the time allowed you. Do not try to introduce too many points. It is much better to *prove* one or two points than merely to state a large number. You will, of course, remember what you have learned about correct posture and clear enunciation.

Let us suppose that the class is asked to debate the question, "Is a dog a more desirable pet than

a cat?" Here are a number of points which might be introduced on one side:

1. Dogs learn tricks more quickly than cats.
2. It is more fun playing with dogs than with cats.
3. Dogs are more faithful to their owners than cats are.

Perhaps you do not agree with all the above points. Can you give any arguments against them?

WRITTEN COMPOSITION. 1. The class will read the section through carefully and prepare rules for debating. One pupil will write the rules on the board, after which the class will write them in their exercise books.

2. Write in your exercise book as many points as you can to show that a cat is a more desirable pet than a dog. Try to prove each point.



52. WRITING GOOD SENTENCES

When you are writing a composition you must be careful to make your meaning clear. You must also try to write your sentences so that they will be smooth and pleasing to the reader.

Notice the following:

1. Tom has a new dog. It is a spaniel. It is black.
2. Tom has a new black spaniel.

Is there any difference between the thought expressed in 1 and 2? Which sounds better? Why?

Which of the following do you like better in each case, 1 or 2?

1. It was a dark night. It was windy.
2. It was a dark, windy night.
1. They called to see us yesterday. They called about four o'clock. We were not at home.
2. They called to see us about four o'clock yesterday, but we were not at home.
1. Mary and Bob were there. They were with their mother. I soon saw them.
2. I soon saw Mary and Bob, who were there with their mother.

When our sentences are too short they sound childish and abrupt and do not please the ear. On the other hand, there is a danger that, if we make our sentences too long, we may not make our meaning clear. As you write a composition, ask yourself two questions about each sentence: (1) Is the

meaning clear? (2) Does the sentence sound pleasing to the ear?

Read the following groups of sentences. Combine the sentences in each group to form one sentence which gives the same meaning.

1. I am going away. My brother is going too. We are going with our father and mother.
2. The teacher told us a story. It was very interesting. It was about Tom Sawyer.
3. The birds sang. They sang sweetly. They sang in the trees.
4. I saw him yesterday. I saw him about ten o'clock. He was with Lloyd.
5. We have a new car. It has six cylinders. It is a sedan.
6. We are going to Edmonton. We are going to Calgary too. We may go to Winnipeg.
7. Tom is in Grade 6. David is in Grade 6 too. Jim is in Grade 5.
8. We live in a large house. It is white. It stands on a hillside.



53. *Lay, Laid, Laying*

Read the following sentences very carefully, observing closely the italicized words. Can you point out the difference in meaning between the italicized words in the sentences and the meaning of the italicized words in the sentences of section 48?

1. *Lay* the bundle on the floor.
2. The hen *laid* an egg.
3. The Minister of Education *has laid* the cornerstone of our new school.
4. The mother robin *lays* four blue eggs.
5. The peddler *laid* his pack beside our gate.
6. The workmen *have laid* a walk from the school to the street.
7. The plumber *is laying* water-pipes into our new house.
8. On Remembrance Day the people *were laying* wreaths on the graves of the soldiers.
9. The boys *are laying* out a new baseball diamond at the park.

If you were to put some form of the verb *rest* in place of the italicized words in the above sentences, would the same thoughts be expressed?

It is quite clear that the verb *lay* and its forms mean something quite different from the verb *lie* and its forms.

Lay usually means to *put* or *place*.

In the sentences below fill in the blanks with the correct forms of the verb *lay*:

1. Slowly and sadly we——him down.
2. Where have you——my fountain pen?
3. They are——the foundations for a new store.
4. Grandfather forgot where he had——his glasses.
5. ——your parcels on the table.
6. The squirrel is——up his winter's supply of food.
7. I will——the book on the table.
8. I have——the book on the table.
9. Have you——it where I asked you to?

54. KINDS OF SENTENCES

Write sentences asking questions about the following:

coal

clouds

Thanksgiving

sheep

cotton

telephone

What punctuation mark should you place at the end of each sentence?

Write three imperative sentences which you might use in teaching a friend to play a new game.

Write three imperative sentences in which a request or entreaty is expressed.

What punctuation mark should you use at the end of each of the above sentences?

Write an exclamatory sentence to express your thoughts if you should happen to find yourself in one of the following situations:

1. The school-building catches fire.
2. Your dog chases a neighbour's cat.
3. You lose a big fish just as you are about to land it.
4. You are given a new bicycle on your birthday.

What punctuation mark should you place at the end of each sentence?

55. THE COMMA FOLLOWING *Yes* AND *No*

Try to recall all the uses of the comma which you have already learned.

Here is a conversation which took place between two girls who happened to meet on the street corner one afternoon. Read it over and note carefully the punctuation marks used after *yes* and *no*.

"Hello, Mary, were you at the moving pictures this afternoon?"

"No, I had to remain at school to finish some work."

"Don't you usually leave school at three o'clock?"

"Yes, but I could not finish my work on time to-day."

"Do you think you will be able to come with me on Saturday afternoon?"

"Yes, if you wait for me at the corner of Third Avenue and York Street. Can you come around that way?"

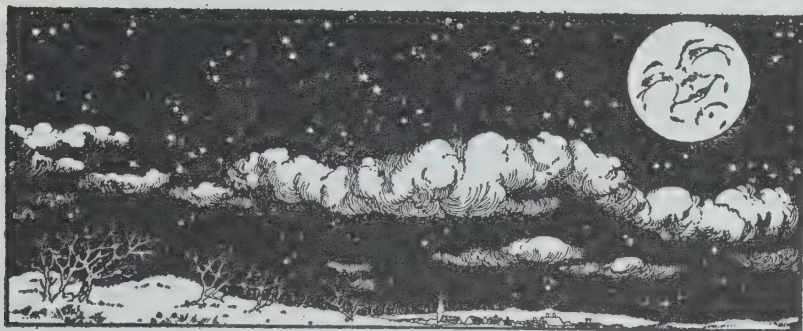
"No, I must call at the post-office. Do you think you can meet me there?"

"Yes, unless Mother has some errand for me to do in another part of town."

In each case where *Yes* or *No* is used in the above conversation, what punctuation mark separates it from the rest of the sentence?

Write in your exercise book the following rule for the use of the comma:

Yes and No, when part of an answer, are separated from the rest of the sentence by commas.



56. POEM STUDY:

THE FARM BY MOONLIGHT

Have you ever noticed what a new beauty is added to the landscape, and even to common, homely things, by the clear light of a full moon? The following is a very beautiful picture-poem describing this beauty. Try to see the picture painted by the poet while the teacher reads the poem to you.

SILVER

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws, and a silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

WALTER DE LA MARE

(From "Peacock Pie," by permission of Constable & Co., Ltd., London)

Read the lines in the poem which make the strongest appeal to you.

Commit the poem to memory.

57. THE TRAVELLERS AND THE BEAR

Two friends were once travelling through a forest.

"I am afraid," remarked one, "that we may meet with wild beasts in this forest."

"Have no fear," replied his companion. "My strong arm and steady courage are a match for any danger that may overtake us."

Just at that moment they met a bear, but the boaster,

forgetting his promises to his friend, climbed nimbly into a tree and hid himself. The other traveller, knowing that a bear will not touch a dead person, threw himself upon the ground and pretended to be dead. The bear walked up to him, sniffed at his body, and finally walked away through the forest.

His companion now alighted from the tree. Feeling rather foolish because of his actions, he thought to make a joke of the matter. "Tell me," he said, "what did Bruin whisper in your ear as you lay so quietly?"

"He told me," responded the other, "never to trust a person whose courage lies in words and not in deeds."



Notice the four words, *remarked*, *replied*, *said*, and *responded*; why is it better to use this variety of words rather than to use the word *said* in each case?

What is the meaning of the last paragraph? State it in your own words. Did you ever hear a proverb that suggests the same idea?

Write in your exercise book a plan for the

story. Using the plan, tell the story to yourself two or three times. The class will take turns in telling the story.

58. WORK WITH WORDS

Do this exercise just as you did that in Section 33.

Exercises of this kind help to increase your *vocabulary*, that is, your supply of words. Perhaps your teacher will give you more work of this type. It is interesting to pick out words from your Reader and see what other words you can form from them; it is also good training, since it helps you to write and speak better English.

| | | |
|-----------|-------------|-------------|
| wear | provided | disturbance |
| fatigue | imaginary | deception |
| quiet | easily | weariness |
| supply | generously | curiosity |
| inquire | wearily | ease |
| reach | similarly | unbreakable |
| simple | visited | admiration |
| ready | simply | visitor |
| think | curiously | provision |
| trouble | fascinating | fascination |
| different | broken | arrival |
| kind | admiring | preparation |
| look | silently | simplicity |
| easy | deceiving | generosity |
| stop | disturbing | imagination |
| love | arrived | similarity |
| hide | prepared | silence |

59. DICTATION

Turn to the fable of *The Travellers and the Bear* in Section 57.

There are four direct quotations in the story; study them carefully, noting the exact punctuation.

The teacher will dictate the passages which contain the direct quotations, and you will write them in your exercise book.

Check your work carefully.

60. DIVIDED QUOTATION

In Section 19 we learned that a *direct quotation* contains the exact words spoken by the person whom we are quoting.

Look carefully at these sentences:

1. "On such a day as this," said Uncle Joe, "it is well that we have a warm fire."
2. "Mr. Cat," shouted the mice together, "your legs are getting old and slow."

In sentence 1, which words were not spoken by Uncle Joe? What punctuation has been used to separate these words from what he actually did say? How many pairs of quotation marks can you find in the sentence? Why is more than one pair used?

Examine sentence 2 in the same manner. Such quotations are examples of *divided quotation*.

Make up several sentences which contain

divided quotations. A number of the best may be written on the board.

61. PRONUNCIATION

Practise the correct pronunciation of the list of words below.

| | |
|-------------|-----------|
| length | instead |
| breadth | fifth |
| height | just |
| mischievous | Italian |
| catch | getting |
| because | forbade |
| arctic | often |
| sixth | poem |
| barrel | library |
| creek | perhaps |
| lantern | mirror |
| chimney | really |
| yesterday | suppose |
| towards | used |
| yes | strength |
| playing | window |
| singing | to-morrow |
| recess | column |

62. WRITTEN COMPOSITION

What lesson was taught by Aesop's fable, *The Hare and the Tortoise*?

Make up a story about two boys, one of whom is bright but lazy, and the other not so clever but a hard worker.

Write the story in your exercise book.

63. SENTENCE RECOGNITION

You have now had a good deal of practice in sentence recognition. Read the following groups of words and see if you can tell correctly how many are sentences. After you have done this, rewrite those groups which are not sentences, adding the words necessary to make sense.

1. Not seeing the other boys, he returned home
2. Not hearing the school bell
3. Having grown tired
4. One of the best writers in the class
5. Because of this unfortunate accident
6. Long, long afterward, in an oak, I found the arrow
7. Merrily swinging on the brier and weed
8. A jolly good book whereon to look
Is better to me than gold
9. I wish he would bring
10. After a while
11. Came rushing toward them
12. Listen ye now, good gentlemen
13. Singing as they walked
14. Though I have been doing my best
15. Where the bee sucks, there suck I

64. *Learn AND Teach*

Remember that we *teach* something to someone else; we *learn* something from the person who teaches us.

The class will now work together to form sen-

tences showing how to use correctly each of the following words or groups of words:

| | |
|--------------|--------------|
| is teaching | have learned |
| was learning | will teach |
| has taught | taught |
| teaches | learns |
| learn | is learning |
| was taught | had learned |
| has learned | was teaching |

65. PREPARING A PLAN

Read silently this fable of Aesop's:

THE FROGS WHO WANTED A KING

In the olden days the frogs decided that they needed a king. They thought that men and other creatures had kings, so they asked great Jupiter to place a ruler over them.

Jupiter felt that they had no need for a king. Smiling to himself, he threw a great log into the pond where they lived and told them that this would be their ruler.

Alarmed by the great splash which the log had made, every frog dived from sight. For a long time they all remained hidden, but at last one of the bolder frogs peeped from his hiding-place. The log lay quite still and soon a number of frogs were swimming around it. It was not long before all the frogs were swimming around the log, climbing upon it and treating it with contempt.

The frogs thought that such a king would never satisfy them. They sent word to Jupiter a second time, asking that he give them another king.

This time Jupiter sent a stork to rule over them. But their new king had no sooner arrived among them than he began to devour his subjects in great numbers. The remaining frogs, trembling for their lives, prayed Jupiter to remove so cruel a ruler. But Jupiter replied, "You were not satisfied until you had a king, nor were you pleased with the first one I gave you. Now you must put up with what you have; it is wise to let well enough alone."

You will work together and prepare a plan for the story. One pupil will write the plan on the board.

Tell the story; follow the plan carefully.

If you have time, you may criticize the oral composition of those who told the story.



66. THE COMMA IN A SERIES

1. Mary, Ruth, and Barbara walked away together.
2. I met a boy, a horse, and a motor car on my way to the station.
3. The traveller was ill, homesick, and weary.
4. Young and old, rich and poor, high and low, came to the meeting.
5. The crowd laughed, cheered, waved their handkerchiefs, and shouted to him to keep on speaking.
6. His advice was meant for himself, for you, for me, for all mankind.
7. I think, I believe, I *know* he spoke the truth.

Note carefully the use of the comma in the above sentences.

You have learned that the comma is used to separate a number of *names* that follow one another as in a list or in a *series*. What names are separated by commas in sentences 1 and 2? In sentence 3 you find *words which are not names* separated in the same way. These words, *ill*, *homesick*, and *weary*, tell how the traveller felt. In sentence 4 you have *groups of words* marked off by commas. *Young and old*, *rich and poor*, *high and low*, tell the classes of people who came to the meeting. Find the words or groups of words which follow one another in a series in sentences 5, 6, and 7. Are they marked off by commas? What is the work of the groups of words in each sentence? Read all the sentences aloud. Do you

notice how natural it is to make a slight pause after saying each word in a series?

Enter this rule in the proper place in your exercise book:

Words and groups of words which follow one another in a series and do the same work in a sentence are marked off by commas.

Place commas where they are needed in the sentences below. If you are in doubt, it will help you to refer to the punctuation of the sentences at the beginning of this section.

1. Betty Jean Ethel and Marjorie sit near the front of the class-room.
2. The horse was poor old and broken in spirit.
3. From the mountain we could see the winding river the shining lake the fruitful farms and the distant forest.
4. Pure food fresh air sound sleep and plenty of exercise are necessary to keep us healthy.
5. Riding recklessly waving their swords and shouting their battle-cry the soldiers rushed down on the guns.
6. The waters roll leap tumble and roar all day long.
7. The thunder roared the lightning flashed and the rain came down in torrents.
8. We believe in Government of by and for the people.

67. MEASURING ONE'S OWN WORK

People very often measure things. If you go to a store to buy some cloth, with what is it measured? What is used to weigh or measure sugar? What measures the distance which an automobile travels? What measures degrees of heat?

Do you know that it is possible to measure your work in composition? There is no machine or instrument which will do this; still, every pupil can measure his work fairly well. Below is a list of questions; to how many of these can you answer "Yes"? How much can you raise your score in the next month? By the end of the year?

The teacher and class will go over the questions carefully. Answer "Yes" only when you are sure you should do so. Keep your own score; you will not be asked to tell it to the class.

Measure your work at least once a month. Try to improve it each time.

MEASURING SCALE

- A. In all composition,—
1. Do you plan your work and think it through?
 2. Do you make a beginning which secures attention?
 3. Are you careful to tell things in their proper order—to put "first things first"?
 4. Do you stick to your subject?



THE BEAR AND THE BOY

(From a painting by M. W. Tarrant)

By kind permission of The Grant Educational Co., Ltd., Glasgow.

(SEE PAGE 83)

- B. In oral composition,—
1. Do you stand correctly?
 2. Do you say each word clearly?
 3. Do you avoid using *and* too often—also *er*, *so*, *then*, etc.?
- C. In written composition,—
1. Do you write neatly?
 2. Are you careful of your spelling?
 3. Are you careful of the form of your work—the margin, placing of the title, etc?
 4. Do you indent each paragraph?
 5. Do you check your work?

68. WRITTEN COMPOSITION

You will remember how, in *The Travellers and the Bear*, the boasting traveller forgot his brave words when danger arose. His only thought was to save himself, and his friend was quite forgotten.

Make up a story which contains the same idea. Use either one of the following suggestions:

Two boys venturing on thin ice; one assures the other that he will rescue him if he breaks through.

Two boys in a sail-boat; one boasts of what a good swimmer he is; the boat capsizes.

Plan your story before you write it.

Do not try to write too long a composition.

Remember that the important thing is not to see *how much* we can write but *how well* we can write.

Watch the construction of each sentence. Check all work for spelling, punctuation, etc.

69. MATCHING EXERCISE:

SENTENCE CONSTRUCTION

In Section 10 we had a similar lesson. Do this exercise in the same way.

| A | B |
|------------------------------------|-----------------------------------|
| 1. As Christmas approached, | if you ask him. |
| 2. He will help you | thousands of salmon thronged. |
| 3. This man desires neither | clawed fiercely at the door. |
| 4. In the rapidly moving stream | he watched it sorrowfully. |
| 5. The younger girls were | the children became very excited. |
| 6. The wounded bear | a return ticket to Toronto. |
| 7. Yesterday the sun became hot | wished to see the race. |
| 8. As the train moved slowly away, | very anxious to swim well. |
| 9. I wish you to buy for me | money nor fame. |
| 10. Neither of the boys | and the ice melted rapidly. |



70. THE BEAUTY IN THINGS AROUND US

Have you ever stopped to think of the many beautiful things which you may see all around you if you only look for them? Some of these things are mentioned in the following poem. What a cold, drab, unpleasant world this would be if these things were taken away from us.

The teacher will read the poem to you.

BEAUTIFUL THINGS

"He hath made everything beautiful in his time."

God has made all things beautiful
In His good time—so many things
I cannot count them all. The clouds,
The feathers in a pigeon's wings,
The clear blue sea, the green-fringed ferns.

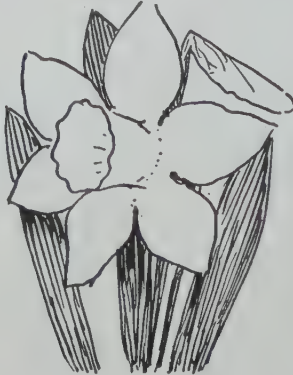
The look of sunlight on the hills,
Red roses by the garden wall,
Daisies and daffodils;
Pink shells, and little polished stones,
The silver moon that sails the sky,
The star beyond my window sill,
The colours of a butterfly,
The dark, black, velvet night, the way
The yellow sun goes down the west,
The song a happy robin sings,
Beside its little nest.

I could not ever count them all—
The shining of our fire-place,
The shadows leaping on the wall,
The baby's eyes, my mother's face,
The way the wind goes through the leaves,
All light and stepping, like a rhyme—
Such lovely, lovely things God made
For us in his good time.

NANCY BYRD TURNER

(By permission of "*The Youth's Companion*")

Notice the beautiful things mentioned in this poem and see whether you can add any which the poet may have forgotten. Take turns in reading the poem aloud.



71. PICTURE STUDY:

AN EXCITING ADVENTURE

Study the picture opposite page 79 for a few minutes.

How does the sleeper happen to be spending the night in the open?

Perhaps the bear walked quietly away and the boy did not even know that he had had a visitor. However, that would not make a very interesting or exciting story, would it?

Suppose that the bear was hungry and bad-tempered; tell what you think would happen.

How would you feel if *you* awoke and saw a bear standing beside you? What would you do?

Here is a fine chance to use your imagination. The teacher will give you several minutes to prepare a story, after which as many as possible will tell what they have prepared.

Remember to stand correctly and speak clearly.

Try to secure the interest of your hearers from the beginning and to hold it throughout.

Have you conquered the "and" habit?



72. SYNONYMS:

MATCHING WORDS

We often use words which mean the same or nearly the same; for example, the following pairs of words have the same or nearly the same meaning: *cross, angry; big, large; house, dwelling.*

Such words are called synonyms.

The words in the two columns below may be arranged in pairs which are similar in meaning; write these pairs in your exercise book. Use your dictionary if you wish.

surprise
frightened
tired
still
queer
crowd
play
pause
responded
spectator
prophecy
sturdy
awkward
stubborn
pursue
tools
plundered
acorns
panic
lofty

obstinate
implements
fright
watcher
astonishment
foretelling
chase
terrified
odd
clumsy
motionless
robbed
fatigued
strong
hesitate
gambol
nuts
multitude
high
answered

73. *Lie* AND *Lay*

What meaning have you learned to attach (1) to the verb *lie*, with its forms *lay*, *lain* and *lying*? (2) to *lay*, with its forms *laid* and *laying*?

The class will now work together to compose sentences showing clearly the correct use of the following words or groups of words. Your teacher will write the best sentences on the blackboard.

lies
have laid
lying
was laid
lie
have lain
was lying

laid
are lying
are laying
lays
has lain
lay
has been lying

74. TELLING A FAVOURITE STORY

Is there some story that you like very much? If it is a favourite with you, probably the rest of the class would like to hear it.

It is best to tell some story which you think the others do not know; it is not very interesting to listen to a story which you have heard before.

Think very carefully how you will begin. The beginning of any composition is a very important part. Try to make your story interesting from the very first sentence. There is an old proverb which says, "Well begun is half done."

Your teacher will give you several minutes to think of what you are going to say.

Do not forget your oral composition rules.

75. HOMONYMS

This exercise is to be done in the same way as that in Section 44.

1. He was——near the——of the accident.
(scene, seen)
2. The——tree grew near the——. (beech, beach)
3. A lion with a tawny——was performing tricks in the——tent. (main, mane)
4. Come over——if you wish to——what he is saying. (hear, here)
5. Dick said that he——cut the——. (wood, would)
6. ——of the pupils could not find the——of two fractions. (some, sum)
7. He said that his country——the world in the production of——. (lead, led)
8. He had to——his head to avoid hitting the ——of the tree. (bow, bough)
9. Tom used some salve to——his sore——. (heel, heal)
10. ——, meaning a fruit, and——, meaning to cut, are a——of homonyms. (pear, pair, pare)
11. The nurse found that it required much——to please all her——. (patients, patience)
12. Standing in the——of the church, he could see through the window the far distant——which was his home. (isle, aisle)



76. WRITING GOOD SENTENCES

Notice the short, abrupt sentences in the following:

Mother called me. I came running at once. She asked me to go to the store. She wished me to buy some sugar. She wanted brown sugar. I did not want to go. I was writing a letter. I was anxious to finish it. I was writing to Aunt Margaret.

Is the meaning of each sentence clear? As you read the paragraph, do the sentences read smoothly and sound pleasing to the ear?

There are various ways in which the short sentences above may be rewritten so as to combine the thoughts and produce a more pleasing style. Below are two of them:

Mother called me and I came running at once. She asked me to go to the store and buy some brown sugar. As I wished to finish a letter which I was writing to Aunt Margaret, I did not want to go.

When mother called me, I came running at once. She asked me to go to the store and buy some brown sugar. I was writing a letter to Aunt Margaret, and as I was anxious to finish it, I did not want to go.

The word *and* may be used as a connecting word, but do not use it too often. *When, which,*

that, who, whose, so and *as* are good connecting words.

It is not necessary to use the sentences in the exact order in which they occur in the selection.

The class will work as a group and rewrite the paragraphs below. One pupil will write on the board what the class dictates. Rewrite each paragraph in two ways. Remember that clearness is necessary.

Joe stood first in our class in October. He stood first in September too. He is very good in arithmetic. He rarely makes a mistake in spelling.

I lost my knife this morning. I lost it on the way to school. It was a new knife. My father gave it to me. He gave it to me on my last birthday.

A boy in our class met with a serious accident yesterday. His name is Bob Gates. He was riding his bicycle down Third Avenue. He met a car. He met it at the corner of Harvey Street. The car was travelling very fast. The driver became confused. He turned in the wrong direction. The car struck Bob's bicycle. He was thrown under the car. His arm was broken. It was his left arm. He was badly bruised. He received a severe cut on his head.

77. DEBATES

Taking part in a debate is very good oral composition practice, and your class should have debates as often as possible. It is perhaps best that you should choose your own subjects; however, the following list may prove of use to you.

Country life is more desirable than city life.

Geography is more interesting than history. (You may choose any two school subjects you wish.)

Boys have more fun than girls.

Winter is more enjoyable than summer.

Baseball is a better game than basketball. (Debate on any two games you wish.)

Childhood is the happiest time of life.

Read again Section 51.

78. TWO NEW USES FOR CAPITAL LETTERS

Try to account for the use of all capital letters in the following:

1. In God we trust.
2. Fair as the garden of the Lord.
3. The Canadian summer is warm and pleasant.
4. The British fleet put out to sea.
5. What can I give Him,
Poor as I am?

The word *Canadian* comes from the name *Canada*. *British* comes from the name *Britain*. With what kind of letter do the words *Canada* and *Britain* begin? Why?

Can you make words from the following names—*England*, *France*, *Spain*, *America*? Pupils will take turns in writing on the board words which are formed from the names of these and other countries. With what kind of letter should each begin?

In the sentences above you will notice that

there are three words which refer to the Deity. What do you notice about the spelling of these?

The teacher and class will make two rules to add to those which you have already learned about the use of capitals.

79. DICTIONARY GAME:

GETTING INTO LINE

Well-trained soldiers do not take long to get into line when they are commanded to do so. This, of course, requires practice. It also takes practice to get words into line or, as we usually say, into alphabetical order.

Here is a list of words which you will write in your exercise book. Wait until your teacher gives you the command "Go." *Write the words in alphabetical order.* Work quickly, but remember that you must be accurate. Too much haste may result in errors. Do your work neatly and you will enjoy it more. Watch your spelling.

When you have finished your work, rise. The teacher will be the judge and will decide on the order in which you finish.

| | | |
|---------|---------|----------|
| golf | windy | often |
| under | kept | drink |
| propose | yearly | frolic |
| wishes | bridges | angel |
| support | almost | property |
| answer | careful | height |

oven
comb
helper
zinc

standing
wilted
pronounce
wires

justly
elbow
round
inside



80. ORAL COMPOSITION

Read the story below silently.

THE FOX AND THE CROW

As a crow sat in a tree eating a fine piece of cheese, a hungry fox passed that way.

“How beautiful you are!” cried the fox. “I’ve never seen a more lovely bird! I am sure that one who is so beautiful must have a sweet voice. Won’t you sing for me?”

The foolish crow’s vanity was so stirred by the words of the fox that she opened her mouth to sing. The cheese, of course, fell to the ground, and was promptly seized and eaten by Reynard. As the cunning fox trotted away, he thought to himself, “How often vanity makes fools of people.”

AESOP.



ORAL COMPOSITION. This story gives an opportunity for good oral composition work. Tell it as well as you can.

81. BEAUTY IN PROSE

Some of the most beautiful prose in all literature is found in our English Bible. Listen while the teacher reads to you the following selections. Can you catch and feel the music and the beauty of the words, as you did in the poems which you have listened to?

While these selections are prose in form, do you not think that they have much of the beauty of poetry?

1. How beautiful upon the mountains are the feet of Him who bringeth good tidings, that publisheth peace.

ISAIAH

2. For, lo, the winter is past, the rain is over and gone; the flowers appear on the earth; the time of the singing of birds is come.

SONG OF SOLOMON

3. I will lift up mine eyes unto the hills, from whence cometh my help.
My help cometh from the Lord, which made heaven and earth.

He will not suffer thy foot to be moved: he that keepeth thee will not slumber.

Behold, he that keepeth Israel shall neither slumber nor sleep.

The Lord is thy keeper: The Lord is thy shade upon thy right hand.

The sun shall not smite thee by day, nor the moon by night.

The Lord shall preserve thee from all evil: he shall preserve thy soul.

The Lord shall preserve thy going out and thy coming in from this time forth, and even for evermore.

PSALM CXXI

The teacher will select several good readers from the class to read aloud these passages.

82. *May* AND *Can*

The class will work together to compose sentences showing the correct use of *may* and *can*.

Remember that *may* means *have permission* or *am allowed* while *can* means *am able*.

The best of these sentences may be written on the blackboard. Let your teacher be the judge of the sentences.





83. WRITTEN COMPOSITION

Read again the story of *The Fox and the Crow*.
Write the story in your exercise book.

When you have finished writing the story, check your work carefully. Be sure that each word is spelled correctly and that proper punctuation is used. You should learn to depend on yourself to find all mistakes in your written work.

84. MORE SENTENCE PUZZLES

Look again at Section 27.

Here are more jumbled sentences which you are to treat in the same manner. As in the previous section, be sure to express your answer as a number after you have arranged it so that it reads properly.

The first two may be done as a group exercise.

Each pupil will, however, study them before the group work is begun.

A. (1) whose name was Imogen (2) there lived in a country (3) who married a princess (4) a king named Rene (5) Long ago (6) over the sea

B. (1) came walking (2) beneath which we stood (3) In another moment (4) in war paint and feathers (5) toward the old beech tree (6) a tall Indian

C. (1) and her kind, thoughtful face (2) and they liked (3) The people of the city (4) her gentle manner (5) came to talk with her

D. (1) with three green eggs (2) before they discovered (3) and began to make acquaintance (4) a blue-jay's nest (5) The boys had not been at home an hour (6) with all the creatures of the wood

E. (1) which sweeps majestically eastward (2) Joined by other streams (3) on its journey to the sea (4) a mighty river (5) small and great (6) the St. Lawrence becomes

Perhaps your teacher will give you more sentence puzzles which you may solve in other language periods.

85. *Rise* AND *Raise*

In this lesson we shall study the difference in use and meaning between the verb *rise*, with its forms *rose*, *risen*, and *rising*; and *raise*, with its forms *raised* and *raising*.

Examine carefully the following sentences, observing closely the words in italics:

1. We *rise* when a visitor enters the room.
2. The sun *rises* in the east.
3. The river *rose* two feet yesterday.
4. The tide *has risen* very rapidly during the last hour.
5. The moon *is rising* over the tree-tops.
6. We *raise* our flag every morning.
7. Farmer Scott *raised* a fine crop of wheat.
8. Our class *is raising* money to buy books for the school library.

What meaning do you attach to the italicized words in the first five sentences?

What is the meaning of the italicized words in the last three sentences?

You will observe that the words *rise*, *rose*, *risen*, and *rising* express the idea of *getting up* or *going up*.

The words *raise*, *raised*, and *raising* express rather the idea of *being lifted up*, *placed up* or *caused to grow*.

Fill in the blanks in the following sentences with the correct forms of *rise* or *raise*:

1. At what time in the morning shall we——?
2. A boy should always——his hat when he meets a lady who speaks to him.
3. He——to ask a question.
4. The hunter was——his rifle when the bear attacked him.

5. We started on our journey long before the sun had_____.
6. They_____the bridge to allow the ship to pass.
7. When the crop is poor, the price of wheat _____.
8. The wind is_____.
9. As he_____to speak, he_____his hand for silence.
10. Yeast is used to make bread_____.
11. The melting snow_____the water in the creek.
12. _____poultry successfully means_____early.

86. SYNONYMS:

MATCHING WORDS

Do this exercise just as you did that in Section 72. Do not guess; use your dictionary.

| | |
|-------------|------------|
| mistake | weak |
| wretched | disloyalty |
| longed | hurry |
| peaceful | skill |
| feeble | fear |
| spotted | fastened |
| treason | top |
| experiments | calamity |
| vast | error |
| hasten | quick |
| false | story |
| ability | clear |
| disaster | unhappy |
| transparent | funny |
| comical | untrue |
| dismay | mottled |

legend
summit
nimble
attached

wished
huge
calm
trials



87. KINDS OF SENTENCES:

REVIEW

Read the following sentences, and tell whether they are declarative, interrogative, imperative, or exclamatory.

Observe carefully the punctuation mark at the end of each sentence.

1. Summer is coming and springtime is here!
2. What is the first flower of spring in your district?
3. The camel's hump is an ugly lump.
Which well you may see at the zoo.
4. Oh, Grandfather, it was so beautiful!

5. Do not do that again.
6. Why not cease work at eventide,
When the labourer should be free?
7. He comes in March, when winds are strong.
8. Rest, rest, on mother's breast.
9. Wait just a little longer, my good friend.
10. Who has wrought this wondrous work?
11. Kindly forward the books by return mail.
12. Such a Christmas Eve as it was!



88. SUBJECT OF A SENTENCE

Read very carefully each of the following sentences:

1. Birds build their nests in the spring-time.
2. The snow melted away slowly.
3. The red sun went down behind the hill.
4. The apples were blown down by the high wind.
5. Our foot-ball team won the game.
6. We love our native land.
7. Down fell the beautiful leaves.
8. Slowly and sadly they left the spot.

Read the first sentence again.

You will notice that a *statement is made* about *something*. About what is a statement made?

Write in your exercise book the part of sentence number 1 about which a statement is made.

Write in your exercise book the part of sentence number 2 about which a statement is made.

Now read over again the rest of the sentences, and then write in your exercise book the part of each about which a statement is made.

This part of each sentence is called the *Subject*.

Learn this by heart:

The subject is that part of a sentence about which a statement is made.

The class will take turns in naming the subjects of the following sentences:

1. Several pupils were absent yesterday.
2. A wise son maketh a glad father.
3. Sir Ralph the Rover walked the deck.
4. Honesty is the best policy.
5. I wandered lonely as a cloud.
6. None of the class could do it.
7. Into the valley of death rode the six hundred.
8. Honours and riches were showered upon him.
9. "Tick, tock, tick, tock," said the old clock.
10. The enemy's charge was repulsed.
11. Not a sound did they hear.

89. THE PREDICATE OF A SENTENCE

Read again the eight sentences at the beginning of the last section.

What statement is made about the subject, *birds*?

What statement is made about the subject, *the snow*?

What statement is made about the subject, *the red sun*?

What statement is made about the subject, *the apples*?

In the remaining sentences what is said in each case about the subject of the sentence?

In each sentence something is said about the subject of the sentence. This statement is called the *predicate*.

Learn by heart:

The predicate is that part of a sentence which tells us something about the subject.

GROUP EXERCISE. Pick out the subject and predicate in the following sentences:

1. A fox invited a stork to dinner.
2. The farmer's horse lost a shoe.
3. All the world is out in leaf.
4. The moon has a face like the clock in the hall.
5. The house on the hill was destroyed by fire.

6. Some chirping sparrows came to wash.
7. In the distance we heard a sound.
8. The swallows built their nest in the eaves of the old red barn.
9. Down the street thundered the fire-engine.
10. A bright fire burned cheerily in the fireplace.
11. One hundred dollars reward was offered.
12. A kindly heart had brave Fitz-James.

90. ORAL COMPOSITION:

AN ADVENTURE

We are sometimes inclined to think that the only people who have adventures are those who fight pirates, or go to war, or hunt big game, or have some such exciting experience. However, there are very few of us who have not had adventures of our own. The little child who was lost down town had quite an exciting adventure; so had the boy who lived on the farm when the horse ran away with him. Think of something interesting and exciting that has happened to you, and prepare to tell it to the class. Arrange your story carefully and think it through before you tell it.

If you cannot think of something interesting that happened to you, use your imagination and make up a story.

The class will decide whose story was the best.



91. A POEM TO READ AND STUDY

The following is a lovely little song of the night, picturing the heavens. Did you ever think of the night sky as a meadow filled with beautiful flowers?

The teacher will read the poem to the class.

WANDERERS

Wide are the meadows of night,
And daisies are shining there,
Tossing their lovely dew,
Lustrous and fair;
And through these sweet fields go,
Wanderers amid the stars—
Venus, Mercury, Uranus, Neptune,
Saturn, Jupiter, Mars.
'Tired in their silver, they move,

And circling, whisper and say,
Fair are the blossoming meads of delight
Through which we stray.

WALTER DE LA MARE

(From "Peacock Pie," by permission of Constable & Co., Ltd., London)

What other "Wanderer amid the stars" is omitted from the list of those mentioned in this poem?

Talk about the poem with the class. Would you like to commit it to memory?

Here is what the poet Henry Wadsworth Longfellow says about the evening sky:

Silently, one by one, in the infinite meadows of
Heaven,
Blossomed the lovely stars, the forget-me-nots of
the angels.

92. WRITTEN COMPOSITION:

AN ADVENTURE

In your last oral composition lesson you told stories of adventures, and the class decided who had told the best story. This pupil will tell his story again to-day.

Write in your exercise book either the story of your own adventure or the story which the class liked best.

- Remember:
1. Write neatly.
 2. Spell each word correctly.
 3. Watch your punctuation.
 4. Examine each sentence to make sure that it expresses a complete thought.

93. SUBJECT AND PREDICATE

Find and name the subjects and predicates in the following sentences:

1. The water pipes were frozen.
2. The robins built their nest in the old apple tree.
3. The lowing herd winds slowly o'er the lea.
4. On rainy days the children played indoors.
5. A barking dog seldom bites.
6. Tall oaks from little acorns grow.
7. The warm sunshine melted the snowdrifts.
8. We spend our holidays in the country.
9. The woodpecker came from his hole in the tree.
10. Along the line of smoky hills
The crimson forest stands.

WRITTEN EXERCISE. Divide a page in your exercise book into two columns. At the top of one column write the word *Subject*, and at the top of the other column write the word *Predicate*.

Study the following sentences and then write the subject and predicate of each in the proper column in your exercise book.

1. Wild elephants roam about in herds.
2. Every day your teacher plans her work.
3. The poplar tree was more surprised than anybody else.
4. The building rook will caw from the windy tall elm tree.
5. The shades of night were falling fast.
6. In did come the strangest figure.
7. An honest man is the noblest work of God.
8. There came a giant to my door.
9. Laughed the brook for my delight
Through the day and through the night.
10. The sight of thee calls back the robin's song.

Repeat from memory the definition of *Subject* and *Predicate*.

94. WRITING A CONVERSATION

On Saturday morning Billy Kirby went to the telephone and called up his friend, Jack Barton. This is what Billy said at his end of the telephone:

"Hello, Jack, are you coming to the beach with me this afternoon?"

"Yes, bring it along with you."

"No, Uncle Henry took his boat across the lake this morning."

"Yes, Fred and Henry are coming too."

"About two o'clock."

"All right, we'll start half an hour earlier."

"Oh yes, we should be home in plenty of time for that. Goodbye, Jack."

Can you imagine what Jack said at the other end of the telephone line?

You will work as a group and try to supply Jack's part of the conversation. The complete conversation will then be written on the board, pupils taking turns in writing the different parts.

Check carefully punctuation, use of capitals, and indentation of paragraphs.

95. THE PARAGRAPH

Last year you had a number of lessons dealing with the paragraph. From these lessons you learned two important things:

1. Every paragraph must be indented.
2. Each paragraph tells about *one particular portion* of the story.

Do you remember what is meant by *indented*?

Your teacher will select a short lesson from your Reader. How many paragraphs does it contain? Examine the lesson carefully and decide what each paragraph tells about.

96. SENTENCE RECOGNITION

Which of the following groups of words are sentences and which are not?

Give a reason for your answer in each case.

In your exercise book write out each group of words which makes a complete sentence, and state whether the sentence is declarative, interrogative,

imperative or exclamatory. Give a reason for your answer. Supply the proper punctuation marks. Complete each group of words that does not make a sentence, so as to express a complete thought.

State the kind of sentence which you have completed in each case and give a reason.

1. In the shade of the old apple tree
2. Over the river and through the woods
To Grandfather's house we go
3. That very morning on the way to school
4. Sometimes for an hour or so
5. Please speak more distinctly
6. At the foot of the stairs
7. Have you ever been up in an aeroplane
8. Slowly, up the winding path
9. Have your tickets ready, please
10. Did you spend a pleasant holiday
11. Britons never, never shall be slaves
12. The rays of the setting sun shining on the win-
dows of the old stone mansion

97. A DIARY

Do you know what a *diary* is? Look up the word in your dictionary.

The pupils of a Grade 5 class decided that they would all keep diaries for a week. They made little booklets, and then the teacher selected the best diary in the class.

The following extracts are from the diary of one of the boys:

Monday, Jan. 12, 1931. Weather—mild, with a light fall of snow in the night.

I wish to learn to use my Daddy's typewriter, so I am going to type my diary.

I rode down town on my bicycle before school this morning to do some shopping for mother. I caught up to Dick and rode with him.

Miss MacDonald gave us a test in arithmetic; I think I made a pretty good mark. I hope so, anyway.

After school we played chase on our bicycles.

Tuesday, Jan. 13, 1931. Weather—still very mild; cloudy all day.

We got our marks for the test we had yesterday. I was third in the class. I made 94, and the highest mark was 98.

Miss MacDonald needs another book-case in her room. Some of the boys are going to make one for her. We went down to the lumber-yard to-day and picked out the lumber.

We had a fine game in physical training period to-day. It is called *Cats and Canaries*. Two boys were chosen to be cats and they had to run on their hands and feet after the canaries, who had to hop. The cats tried to catch the canaries, and when all the canaries were caught we started over again.

After school I went to gym at the church hall.

This evening I have been trying to make a magic lantern.

How would you like to keep a diary for a week? The teacher could then decide whose was best. Perhaps you might like to get a notebook and continue keeping a diary.

98. *To, Two, Too:*

REVIEW

Re-write these sentences in your composition exercise book, filling the blanks with *to*, *two*, or *too*.

1. _____dollars was_____ much _____pay for that knife.
2. She was_____timid_____stay alone for_____ hours.
3. During the last_____days of our trip we drove _____fast_____enjoy the scenery.
4. _____prevent our engine from getting_____ hot we drove at_____miles an hour.
5. Seven people in one car were_____ many_____be comfortable.
6. The first_____ran_____fast for the others _____catch them.
7. _____of the coats were_____expensive for her_____buy.
8. _____succeed in life one needs_____be able _____do something well.
9. You, _____, have the ability_____do these _____questions.
10. It is not_____much to expect you_____ help each other.
11. If you ride, _____, we shall be_____heavy for this pony_____carry.
12. Our teacher says that we, _____, should try _____do at least_____kind acts each day.

99. EXAMINING A STORY

Turn to the story of *The Fox and the Crow* in Section 80. The class will examine the story carefully and answer the following questions:

1. How many times are quotation marks used? Why are they used in each case?
2. How many exclamation marks are used? Why are they used?
3. Are there any question marks? Why?
4. The apostrophe is used three times; can you account for its use in each instance?
5. In the last sentence, why is there a comma after *himself*?
6. In the same sentence there are two capitals; why?

THE RAINBOW

Hiawatha saw the rainbow,
In the eastern sky, the rainbow;
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"'Tis the heaven of flowers you see there,
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish
Blossom in the world above us."

H. W. LONGFELLOW



100. A POEM ABOUT TREES

Most people love trees. The beauty of our parks and countryside is owing in great part to the trees that cover them. What is more beautiful than a great leafy tree that reaches out its branches like friendly arms to shelter all who come beneath them! Do you think the poet who wrote the following poem was a lover of trees? The teacher or one of the best readers in the class

should read the poem aloud, while the others sit quietly and try to see the pictures described by the poet.

TREES

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

JOYCE KILMER

*(From "Trees and Other Poems," by Joyce Kilmer, copyright, 1914,
by permission of Doubleday, Doran & Co., Inc.)*

How many pictures of a tree are given in this poem? Can you describe these pictures? Notice how the thought of the first stanza is carried over to the stanza that ends the poem. Is this an argument in favour of conserving our forest wealth?

I wonder if the high tree,
Four arms around,
Ever feels its heart
Beating in the ground.

I can feel it stretched here,
Shoulders on the sod,
And both ears open
To sounds from God.

ORRICK JOHNS

(By permission of The Macmillan Company)

101. SAVING OUR FORESTS

The picture facing this page was taken in one of our Canadian forests. From it we may see how timber worth many millions of dollars has been destroyed.

How do you think this fire started? The class may discuss this and suggest how forest fires may be prevented. Before you do this, it might be well to get information at home or from any source you wish.

It is estimated that 500,000 Canadians depend on our forests for their living; that means five persons out of every one hundred. Try to tell the class how a fire such as that in the picture would cause loss of work and money. Can you suggest how it might cause the following:

1. Poor business for a merchant
2. Less game for the sportsman
3. The closing of a school

“Prevent forest fires; it pays!”



A FOREST FIRE

*Courtesy of National Resource
Intelligence Branch, Ottawa*

102. TALES BY OLD FRIENDS

In your classroom are many familiar objects which perhaps have been there for many years. Did you ever think of the interesting stories which many of the things which surround you in the classroom might tell if they could speak? Imagine that they were given the power of speech, and prepare to tell a story based on one of the following topics:

The Clock's Story
Told by the Bookcase
An Old Map's Tale
What the Globe Said
The Experiences of an Old Reader
My Career: By a Piece of Chalk

Perhaps you can think of a more interesting subject than any of the above; if so, you may use it.

WRITTEN COMPOSITION. The class will write a short composition along the line suggested above. Try to pick one interesting incident and stick to your subject.

103. PRONUNCIATION

Here is a number of expressions in common use, but frequently spoken in a very indistinct and careless manner.

Master the correct pronunciation of these

words. Be careful of your final consonants. Sound the initial *h* distinctly.

| | | | |
|------------|------------|----------------|------------|
| and now | didn't you | give me | let me |
| come here | and not | go up | go out |
| going to | go into | would have | could have |
| might have | coming to | this afternoon | don't know |
| have to | | | don't you |

The following sentences may be read by pupils in turn and then read in unison:

1. Fred said that he would have done all of the exercise, if he could have had more time.
2. How could you do such a thing?
3. We are going to town on Saturday.
4. When we reached the village, very few people seemed to be going into and out of the houses, and not a single person seemed to recognize us.
5. Of all sad words of tongue or pen,
The saddest are these, "It might have been."
6. Did you eat your lunch?

104. DICTIONARY GAME:

SPLITTING WOOD

Most of you have split wood with an axe or hatchet. If not, you have seen some one else doing it. When we split wood we merely want to make it into smaller pieces so that it will burn more readily. When we *split words*, we divide them into groups of letters called syllables, that are sounded together. This helps us in pronunciation. When we find we have not sufficient room

at the end of a line for a whole word, part of the word is placed at the end of the line and the remainder at the beginning of the next line. What must you place after the syllable at the end of the line? We must never divide a word except between syllables. The dictionary shows us where we may divide a word into syllables. Many words have but one syllable and may not be divided. This same book shows us how to pronounce words. It is a very useful volume.

If you find the word *telephone* in your dictionary, you will see that it has three syllables,—*tel-e-phone*.

Below are eighteen words which you will divide into syllables as shown in your dictionary. Write them with hyphens between the syllables as *tel-e-phone* is written. Write down the meanings of those words which you do not know.

| | | |
|---------------|----------------|--------------|
| automobile | ventilation | impolitely |
| linoleum | impoverish | apostrophe |
| unreasonable | solitary | congratulate |
| radiator | characteristic | gasoline |
| pronunciation | worshipping | plentifully |
| astronomy | pneumonia | lacrosse |

When I go forth on such a pleasant day,
One breath outdoors takes all my care away;
It goes like heavy smoke, when flames take hold
Of wood that's green, and fill a grate with gold.

W. H. DAVIES



105. PARAGRAPH TOPICS

Below, you will find the famous, old story of Dick Whittington, who later became the great Sir Richard Whittington, Lord Mayor of London.

Read the story carefully, and select the best possible topic for each paragraph. A list of the topics will be put on the board; copy the list in your exercise book.

Decide whether or not each sentence of the various paragraphs deals with the topic of the paragraph in which it occurs.

DICK WHITTINGTON AND HIS CAT

Dick Whittington was a poor, homeless, English boy. His only friend in the world was a cat, which he had picked up and fed when it was starving—and a great friend it proved to be, as you will see.

Dick had long heard of the wonders of London, the streets of which he believed to be paved with gold. He

determined to go to the great city to seek his fortune. Taking his cat and his few other possessions, he set off.

The poor lad found life in London very difficult, and for some time could find no work of any kind. At last he found employment as a scullery-boy in the home of a great merchant. But the cook, under whose charge he was, treated him very cruelly, and poor Dick's life was a miserable one. To make matters worse, he was forced to sleep in a wretched attic which was overrun with rats and mice. Dick now had cause to be thankful to his friend the cat, for she soon killed his unwelcome visitors.

About this time Dick's master was sending a ship to trade along the coast of Africa, and each person in his household was invited to send in the ship anything which he wished to sell. There was nothing poor Dick could send except his cat, which he at last gave to the captain, shedding tears at parting from his best friend.

Dick was now unhappier than ever. The cook was even more unkind than before, and since his faithful cat was gone the rats and mice began to plague him once more. At last he decided that he would no longer stay in London, and very early one morning, with his few belongings in a little bundle on his shoulder, he wandered to the fields on the edge of the city. Here he sat down to rest and make his plans.

As he sat there the Bow bells began to chime. But Dick heard more than "Ding, dong; ding, dong"; to him the bells seemed to say,

"Turn again, Whittington,
Lord Mayor of London."

So sure was Dick of their message that he retraced his steps and returned to his master's house before his absence was even noticed.

And now came wonderful news for Dick. His master's ship had sailed to the Barbary coast, where a great and wealthy king ruled. All the king's wealth, however, had not been sufficient to rid him of the rats and mice which swarmed through the royal palace and made life miserable for all. The captain thought of Dick's cat, and presented it to the king, who had never in his life seen such an animal. To the delight of the king, the palace was soon rid of rats and mice, and so pleased was he that he gave ten times as much for the cat as had been paid for all the rest of the cargo.

Dick was now a wealthy young man. He entered the business of his master and soon became a partner. In time he became one of London's richest and most respected citizens. Finally, his fellow-citizens honoured him in the highest way possible when they elected him Lord Mayor. We may be sure that Dick often rejoiced that he had listened to the bells as they sang,

"Turn again, Whittington,
Lord Mayor of London."



106. WRITING AN INVITATION

You have studied and written a number of friendly letters. Here is another form of letter, written by a girl asking her friend to a picnic. Compare this letter with the model letter in Section 12 in this book.

Study the two models below carefully.

362 Tatlow St.,
St. John, N.B.
May 19, 1932.

Dear Margaret,

Can you come to a picnic which Joan and I are arranging for on Saturday afternoon next at Clancy Beach? We are inviting a few other friends and shall be very glad to have you come with us.

Yours affectionately,
Emily Green.

How do the heading and the other parts of this letter compare with those of the letter in Section 12? You will notice that this letter is short and to the point. All informal invitations and social letters are usually written in this way.

Here is Margaret's answer to Emily's invitation:

The Oaks,
St. John, N.B.
May 19, 1932.

Dear Emily,

I shall be very glad to go to the picnic with you on Saturday afternoon. It was very kind of you to invite me.

Yours sincerely,
Margaret Ellis.

Suppose that Margaret Ellis could not go to the picnic owing to her mother's illness. Write what you think would be Margaret's reply to Emily's note. The teacher will write on the board two or three of the letters written by members of the class and discuss these with you.

107. ORAL COMPOSITION:

DICK WHITTINGTON

Turn again to the story of *Dick Whittington and His Cat* (Section 105); turn also to the list of paragraph topics for this story which you wrote in your exercise book.

The class will take the topics in turn and tell the part of the story which each deals with. Make each sentence deal with the topic.

As each pupil tells his part, the class will decide whether or not he has done his work well. Remember that each paragraph tells about one particular topic and that we should try to have every sentence deal with this topic.

108. *Sit* AND *Set*

Sit, sits, will sit, sat, has sat and *sitting*, are all forms of the verb *sit*.

Set, sets, will set, has set, and setting are forms of the verb *set*.

Read the following sentences carefully, studying closely the italicized words:

1. I often *sit* on this bench.
2. Yesterday I *sat* here for an hour.
3. The robin *is sitting* on a branch of the cherry tree.
4. I *will sit* here until you return.
5. The old man *has sat* under that tree since morning.
6. She *sits* by the fire all day long.

Can you give a meaning for the verb *sit*?

7. She *set* the flowers on the mantel.
8. The maid *is setting* the dishes on the table.
9. Mary *sets* the chairs around the room.
10. The gardener *was setting* out the daffodils.
11. I *have set* my watch by the town clock.

What meaning would you give for the verb *set*?

Sit means to *stay* or *rest in a place*.

Set usually means to *put* or *place*.

Fill in the blanks in the following sentences:

1. He———for a long time without speaking.
2. ———the kettle on the stove.
3. Who is———in that seat?
4. ———up straight in your seats.
5. I have———in this seat all this term.
6. Will you———down and rest?
7. ———your parcels on the table and then———quietly in your seats.

8. The boy who——next to me in school——
the class a good example.
9. If to-morrow is fine, I shall——out dahlias
in my garden.
10. We——a hen three weeks ago and she is still
——on the eggs.

109. A NEW USE OF THE COMMA

Note carefully the punctuation used in the following sentences:

1. John, the gardener, is raking up the leaves.
2. Shining overhead they saw Mars, the red planet.
3. Prince Edward Island, the smallest province,
was visited first.
4. The troops mourned the death of General Wolfe,
the British leader.
5. James, the brother of John, was one of the
twelve.
6. Quebec was founded in 1608 by Champlain, the
Father of New France.

In sentence 1, *who* is John? What is the gardener's *name*?

In sentence 2, what is the *name* of the *red planet*? What is Mars *called*?

In sentence 3, what is Prince Edward Island *called*? What is the *name* of the smallest province?

In sentence 4, *who* is General Wolfe? What is the *name* of the British General?

In sentence 5, *who* was James? *Who* was the brother of John?

You will notice that in each of the sentences a person or thing is referred to in more than one way. Thus, *John* and the *gardener* mean the same person while *Mars* and the *red planet* refer to the same thing. Examine the remaining sentences, and see if this is not true in each case.

Study carefully the way in which the comma is used in sentences which mention a person or thing in more than one way. Write the sentences below in your exercise book. Use the above sentences as guides to the correct use of the comma.

1. John Brown the leader was carried off to prison.
2. He visited the old farm-house his early home.
3. Simon Fraser the explorer followed the river to the sea.
4. Have you read the story of Columbus the discoverer of America?
5. Mary the Scottish queen crossed the border into England.
6. I always like the early morning the finest part of the day.
7. They returned to Bannockburn the scene of the battle.
8. Mr. Burt the principal of the school visited our class to-day.
9. Henry the Lion of Justice was one of England's greatest kings.
10. The examination to-day was on arithmetic our hardest subject.

11. September the month of harvest is almost gone.
12. We are citizens of Canada the land of the maple and of the British Empire the greatest empire the world has seen.

110. SOCIAL LETTERS

In Section 106 you studied two model letters. One of these was an informal invitation, the other an acceptance of this invitation.

To-day the class will divide into two groups. Each of the first group will write a letter asking a friend to a birthday party; each of the second group will write a letter accepting such an invitation.

The teacher will tell you the size of the sheet of paper used in writing letters of this kind. Rule a space this size in your exercise book and write your letter in this space.

The appearance of a letter is often spoiled by wrong spacing. Your letter will be short; be careful not to place it too near the top of the space.

A few of the best letters will be posted so that the class may study them.

111. THE USE OF ABBREVIATIONS IN TITLES

Men holding positions in the army, navy, and in public life are often addressed by certain titles. In the following sentences you will find many of the titles in common use. With the help of your

teacher, make on the blackboard a list of the abbreviations of the words printed in italics:

1. *General* Wolfe commanded the army before Quebec.
2. *Colonel* Steele was at the head of the Mounted Police.
3. The *Honourable* George Brown was one of the Fathers of Confederation.
4. *Captain* Nolan carried the order to the leader of the troops.
5. *Governor* Simcoe was one of our early statesmen.
6. *Superintendent* T. H. Harris visited our school this morning.
7. *Major* Swift and *Lieutenant* Cross were the first to scale the barrier.
8. *Professor* Lowe will speak to us on Tuesday afternoon.

Copy from the board the list of titles and abbreviated forms. What punctuation mark must be used after each abbreviation?

112. ORAL AND WRITTEN COMPOSITION:

THE HORSE'S SIDE OF THE STORY

Farmer Smith's horse, Dobbin, was grazing in the pasture as an automobile whizzed by.

"It makes me smile," said Dobbin, "to hear people say that a car is as useful as a horse, or that horses won't be needed in a few years because there won't be any more work for them. Why," he smiled, "I've had to pull those things out of the mud! And I'm sure nobody ever heard of me running out of gasoline!"

So Dobbin went on to tell of all that made horses more useful than automobiles. Tell the class what you think he said.



WRITTEN COMPOSITION. If the automobile could speak, what answer would it make to what the horse said? Write in your exercise book a composition on *The Automobile's Side of the Story*.

113. SUBJECT AND PREDICATE

No group of words is a sentence unless it contains both a subject and a predicate. If we write *The silver moon*, we have not written a sentence because we have not expressed a complete thought. Nothing has been said about the silver moon. In the same way, *peeped through the clouds* does not by itself make sense because we are not told *what* peeped through the clouds. However, when we combine the two groups of words and write *The silver moon peeped through the clouds*, we have expressed a complete thought and have, therefore, written a sentence.

Keep clearly in mind that neither a subject nor a predicate can by itself make sense. *Every sentence must have both a subject and a predicate.*

To each of the following subjects add a predicate so as to make a complete sentence. The class will do the first six as a group exercise; the remaining six will be done as a written exercise.

Be careful to make good sentences.

1. A large red handkerchief————
2. Shepherds————
3. The high wind————
4. The fleecy clouds————
5. Jack————
6. Every boy————
7. We————
8. The rain————
9. The bees————
10. The maple————
11. Indians————
12. Canada————

Supply a subject for each of the following predicates. Divide the sentences between group work and written exercise as in the above.

1. ————carried a pail of water.
2. ————love our country.
3. ————lived in the depths of the jungle.
4. ————wrote many poems for children.
5. ————discovered America.
6. ————carries a cane.
7. ————has a bushy tail.
8. ————sailed high above our heads.

9. _____ quickly passed.
10. _____ sat under a tree.
11. _____ sailed off in a wooden shoe.
12. _____ dances upon the wall.



114. POEM STUDY

Have you ever found a four-leaf clover? It is supposed to bring the finder good luck. The teacher will select one of the best readers from the class to read the following poem to you. Listen and learn how you may find the lucky clover.

FOUR-LEAF CLOVER

I know a place where the sun is like gold,
And the cherry blooms burst with snow,
And down underneath is the loveliest nook,
Where the four-leaf clovers grow.

One leaf is for hope, and one is for faith,
And one is for love, you know,
And God put another in for luck—
If you search, you will find where they grow.

But you must have hope, and you must have faith,
You must love and be strong—and so—
If you work, if you wait, you will find the place
Where the four-leaf clovers grow.

ELLA HIGGINSON

Do you remember what you learned about committing a poem to memory? How quickly can you memorize this poem?



115. GROUP EXERCISE:

PUNCTUATION REVIEW

Ten pupils will be chosen by the teacher; each will write on the board one of the following sentences, supplying all necessary punctuation marks. The class will discuss each sentence, deciding on the correctness of the work done and the reason for the use of each punctuation mark.

When all necessary corrections have been made in the work on the board, copy the ten sentences in your exercise book, taking care to punctuate each correctly.

1. It is George I am sure it is cried Marjorie
2. Where are you going my pretty maid
I'm going a-milking sir she said
3. Billy Frank and Fred walked with me to school
this morning
4. The teacher said Boys we are going to march to
the lower end of the grounds
5. The letter was addressed to Dr J A Murton Pine
St Regina Saskatchewan
6. The window was broken by James William or
George
7. How beautiful upon the mountain are the feet
of him who bringeth good tidings
8. Does Thanksgiving come in September October
or November
9. Marjorie said Yes I think I shall
10. I hope said Ned that Thursday the day of the
picnic will be fine

116. *Of, off, from*

Write these sentences in your exercise book,
filling in each blank with one of the words, *of, off, from*.

1. The servant would not go——duty until the
master——the house had arrived home——
the fair.
2. ——we ran, singing——happy hearts our
songs——joy.
3. At the sound——the pipe the rats came
——all corners——the town.
4. I bought this book——a friend——yours.
5. When the boys had set——the firecrackers,
they ran——the building.

6. Not far——the float, he jumped——the stern——the boat and swam to the shore.
7. I got this book——a neighbour——ours.
8. Never put——until to-morrow what you can do to-day.
9. Canada stretches——the shores——the Atlantic to those——the Pacific.
10. The finest——the apples were blown——by the gale.
11. On our way back——Calgary, we stopped——at Regina to visit a friend——my father's.
12. Far——and faint, as though coming——a great distance, we could hear a cry——distress.



117. THE PARAGRAPH

You have learned that a paragraph should deal with one subject or *topic*, also that every sentence should deal with that topic. What is the topic of each of these paragraphs? Does each sentence deal with the topic?

Teaching a dog tricks requires time and patience. Do not forget that while a dog is intelligent it is often a long time before he knows what you want him to do.

You must be careful how you feed a dog if you want him to be well. Never lose your temper when training a dog; if you do so, he becomes afraid of you. Many short lessons are better than a few long ones. A good dog is a faithful friend.

The beaver's home is roughly built of sticks and brush and is plastered with mud. Just before the winter sets in, a fresh coat of mud is added. This freezes and makes a very strong roof. The food of the beaver consists of twigs, bark, roots, and juicy wood.

My uncle was a man of unusual appearance. While he was very tall, his slight build made him appear even taller. A life in the open had left its mark on him and he was so brown that one might have thought he was of Indian blood. He had many interesting stories of his adventures, and we children were always pleased when he came to visit us. I remember best his keen eyes which looked out beneath his bushy eyebrows. His expression was rather severe, but there often lurked at the corners of his mouth a smile which denied any real severity. His skill as a trapper was known for many miles around.

118. ORAL COMPOSITION

The story below is an old and well-known one. Read it carefully; you will be asked to tell it.

THE BELL OF ATRI

In the city of Atri there once lived a king who wanted to see all his subjects happy. It was his wish that all his people should be justly treated, and that rich and poor, old and young, should alike receive justice. In the market-place of the city he caused a great bell to be hung, and fastened to the bell was a long rope which even a

child could reach. Every person in the city knew that if he had been unjustly treated he had only to ring the bell and the king would see that his wrongs were righted.

For many years the bell hung in the city. Every time it rang, the king gladly saw that justice was done. At last, from long years of use, the rope wore off and became much shorter than it had been.

"No child could reach this rope," said the king. "We must get a new one." Now rope was much scarcer in those days than these, and it was necessary to send to a far-off city before the old rope could be replaced.

"It may be that some child will wish to ring the bell before we get the new rope," said one man. So he went to a nearby vineyard and got a long grape-vine. This he fastened to the bell, leaving one end trailing on the ground.

There lived near Atri an old soldier who had fought in many wars. His horse had served him faithfully for many years, but had now grown old and was of no further use to him. So the poor creature was turned out to shift for himself as best he could. He wandered here and there, getting such food as he could find; but the supply was scanty, and he soon became very thin and weak from lack of food.

One day he happened to wander into the market-place. As he passed along, he saw the fresh leaves of the grape-vine, which had just been fastened to the bell. In his hunger he eagerly began to pull the leaves from the vine, and as he did so the bell began to clang its notes over the city.

All the people rushed to see who was asking justice of the king, and great was their surprise to see only a horse. But when the king came and saw the poor, starving animal he was very angry. He sent for its master

at once and commanded that the faithful horse should be provided with shelter and food for the rest of his days. Thus the old beast had justice; and a reward for his long years of service.

The class will take turns in telling the story. As each pupil finishes, try to make some suggestion which will be helpful in improving his oral composition.

ROUNDELAY

I have been young with April,
And I have danced with Spring;
And I have sung for sheer delight,
As yellow-breasted meadow larks
And thrushes drunk with morning light
And happy linnets sing.
I have been young with April,
And I have danced with Spring.

I shall grow old with Autumn,
And not reluctantly;
I shall be rich, though I grow old—
I shall be rich as maples are,
With all October's mellow gold
On Midas bush and tree—
I shall grow old with Autumn,
And not reluctantly!

AUDREY ALEXANDRA BROWN

(By permission of The Macmillan Company of Canada Limited)

Note—This song was written by a young lady living in the Province of British Columbia.

GRADE SIX

119. SECTIONS TO BE REVIEWED

Before beginning the language work of Grade 6, you should read again a few sections in the first part of this book; doing so will help you with this year's work. The following are the sections which should be reviewed:

Section 5: Helping Each Other to do Good Work

Section 23: Short Written Composition

Section 67: Measuring One's Own Work

120. ORAL COMPOSITION:

AN AXE TO GRIND

Read this story silently. You will be asked to tell it.

When I was a little boy, I remember, one cold winter morning I was accosted by a smiling man with an axe on his shoulder.

"My pretty boy," said he, "has your father a grindstone?"

"Yes, sir," said I.

"You are a fine little fellow," said he; "will you let me grind my axe on it?"



Pleased with the compliment of "fine little fellow", "Oh, yes, sir," I answered. "It is down in the shop."

"And will you, my man," said he, patting me on the head, "get me a little hot water?"

How could I refuse? I ran and soon brought a kettleful.

"How old are you? And what is your name?" continued he, without waiting for a reply; "I am sure you are one of the finest lads that ever I have seen; will you turn just a few minutes for me?"

Tickled with the flattery, like a little fool I went to work, and bitterly did I rue the day. It was a new axe, and I toiled and tugged till I was almost tired to death. The school bell rang and I could not get away; my hands were blistered, and the axe was not half ground. At length, however, it was sharpened, and the man turned to me with:

"Now, you little rascal, you've played truant; scud to school, or you'll rue it."

"Alas!" thought I; "it was hard enough to turn a grindstone this cold day, but now to be called a rascal is too much."

This experience I have never forgotten.

BENJAMIN FRANKLIN

Examine the selection carefully. How many direct quotations are there? How many paragraphs are there? What effect do the direct quotations have on the number of paragraphs?

WORD STUDY. Explain the meaning of each of the following words: *accosted*, *compliment*, *tickled*, *flattery*, *rue*, *experience*.

ORAL COMPOSITION. Tell the story. Before you do so, read parts A and B of the "Measuring Scale" (Section 67).

121. WORDS AT WORK

You know how busy the bees are, and how each has its special work to do. You also know that in the world around you various people have their own particular work. One person is a carpenter, another a clergyman, another a nurse. We know that a man is a carpenter or a woman a nurse because of the work which each does.

Did you ever stop to think that each word in

a sentence has a very special work to do? Each and every word in a sentence must do its work well and properly. If it did not, all books and all written language would be of very little use. Words are the signs or symbols for thoughts, and so if each word were not a true symbol and did not do its work properly we could never grasp the thoughts which others wish to pass on to us.

You know, too, that people work together. This is true of men on the farm, of people in offices and factories, and of boys and girls in school. Words are like people in this way, too. They do not stand by themselves; they give and receive help just as people do.

Let us examine carefully the words in the sentence below and try to find out just what work each really does.

Benny bought beautiful books.

Who bought?

Benny.

What did Benny do?

Bought.

What did Benny buy?

Books.

What kind of books did

Benny buy?

Beautiful.

Think carefully and answer these questions:

What word *names* the person who bought?

What word *tells* you what Benny did?

What word *names* what Benny bought?

What word *describes* the books which Benny bought?

Each word works with the other words in the sentence and each has some work of its own to do.

Benny names the person who bought.

Bought tells us what Benny did.

Books names what Benny bought.

Beautiful describes the books which Benny bought.

You will thus see that some words name persons or things, some tell us of something which is done, and some describe things.

In future lessons you will learn much more about the work which words do.

122. WORDS AT WORK

In the last section you learned about words at work and about three different kinds of work which words do. To-day you will learn to pick out (1) words that name (2) words that describe (3) words that tell or assert.

Group Exercise. Examine each of the sentences overleaf carefully. In the first sentence:

- (1) What word names the person who found?
- (2) What word tells what Mary did?
- (3) What word names what Mary found?
- (4) What word describes the berries that Mary found?

The class will take turns in picking out the *naming* words, the *describing* words and the *telling* or *asserting* words.

Mary found ripe berries.

Robins lay blue eggs.

Young animals love milk.

Old ladies wear large spectacles.

Clever pupils win valuable prizes.

123. RHYMING WORDS

Whenever you read poetry you have noticed, no doubt, that the word at the end of a line very frequently rhymes with a word at the end of some other line. In this little poem called *Check*, by James Stephens, the last word of each line is omitted but is included in the list which follows.

Re-write the poem and fill in the spaces with words from the list. Keep in mind that the first line rhymes with the second, the third line with the fourth, the fifth with the sixth, and so on.

CHECK

The night was creeping on the———;

She crept and did not make a———

Until she reached the tree, and———

She covered it, and stole———

Along the grass beside the———.

I heard the rustle of her———

As she threw blackness———

Upon the sky and ground and———,

And in the room where I was———:
 But no matter what she———
 To everything that was———
 She could not put my candle———.

So I stared at the night, and———
 Stared back solemnly at———.

| | | |
|---------|------------|--------|
| hid | sound | ground |
| shawl | me | out |
| again | everywhere | wall |
| without | then | air |
| did | she | |

(From "*The Adventures of Seumas Beg*," by permission of Macmillan & Company, London)

124. POEM STUDY

Thousands of brave Canadian soldiers crossed the sea to assist the Motherland in the Great War. Their devotion and valour in the cause of the Empire will always be remembered. Following is a description of a group of Canadian horses which landed with the troops from overseas. There is a swing to the lines like the canter of a troop of cavalry. Can you imagine you see these horses while the teacher reads to you?

CANADIANS

With arrows on their quarters and with numbers on their
 hoofs,
 With the trampling sound of twenty that re-echoes in
 the roofs,
 Low of crest and dull of coat, wan and wild of eye,
 Through our English village the Canadians go by.

Shying at a passing cart, swerving from a car,
Tossing up an anxious head to flaunt a snowy star,
Racking at a Yankee gait, reaching at the rein,
Twenty raw Canadians are tasting life again!

Hollow-necked and hollow-flanked, lean of rib and hip,
Strained and sick and weary with the wallow of the ship,
Glad to smell the turf again, hear the robins' call,
Tread again the country road they lost at Montreal!

Fate may bring them dule and woe; better steeds than
they

Sleep beside the English guns a hundred leagues away;
But till war hath need of them, lightly lie their reins,
Softly fall the feet of them along the English lanes.

WILL H. OGILVIE

(Acknowledgment is made to the Author)

What is the meaning of the first line? Why are the horses called *raw Canadians*? What is meant by *the road they lost at Montreal*? By *to flaunt a snowy star*? By *dule and woe*?

The class will read the poem in unison.

125. WORDS AT WORK

In the following sentences certain words have been placed in italics. The italicized words are either *naming* words, *describing* words, or *telling* or *asserting* words. Thus, in the first sentence

(1) *spark* names what makes the fire.

(2) *fire* names what the spark makes.

- (3) *small* describes the spark.
- (4) *great* describes the fire.
- (5) *makes* tells us what the spark does.

GROUP EXERCISE. The class will take turns in picking out the three different kinds of words and telling the work that each word does. Do not work beyond the fifth sentence.

WRITTEN EXERCISE. On a page in your exercise book rule three columns. In these columns use the headings, "Words that Name," "Words that Describe," "Words that Tell or Assert."

Examine the last five sentences carefully and write each italicized word in the proper column:

1. *A small spark makes a great fire.*
2. *Jennie wore a blue coat.*
3. *The merry children played happy games.*
4. *Mary made a cake.*
5. *Bright yellow primroses and golden daffodils blossomed all around.*
6. *Margaret made a gift for her mother.*
7. *Two old crows sat on a fence rail.*
8. *Hiawatha's canoe was made of birch bark.*
9. *The little red school-house stood near the bank of a winding stream.*
10. *October gave a party;
The leaves by hundreds came—
The chestnuts, oaks and maples,
The leaves of every name.*



126. ORAL AND WRITTEN COMPOSITION:

AN ANECDOTE

Miss Hilton's Grade 6 pupils were given a silent reading test. One of the paragraphs was, "If kings sit on thrones, put a cross in the brackets to the right."

When Miss Hilton was correcting the test, she found that Jack Ellis did not put a cross in the brackets.

"Why didn't you put a cross here, Jack?" asked the teacher, showing him his paper.

"I don't think I should have," replied Jack.

"Don't kings sit on *thrones*?" asked Miss Hilton.

"Oh," exclaimed Jack, "I thought that word was *thorns*!"

Conversation is often made more interesting by the telling of anecdotes or short amusing stories. Stories of this kind are usually funny because they contain a surprise which we find amusing. This surprise should not come until the end of the story. In the anecdote above, you will notice that the *point* of the story is not seen until the very last word is heard by the audience.

Telling anecdotes is good practice in oral composition. They may often be found in newspapers

and magazines. Try to find one that you think the class will like; read it over and tell it to yourself until you are sure that you can tell it well. Come to class prepared to tell it to the others.

You may be interested to know that the anecdote above was taken from a school paper prepared by the pupils of a small country school. You might each write out the most amusing story which you know; the best will be selected for your school paper.

DICTATION. The teacher will dictate the above selection from the beginning of the second paragraph to the end. You may study the selection for a few minutes before it is dictated to you.

127. WORDS THAT NAME

As you observed the work which words do, you found a great many words that were the names of persons, places, or things.

You yourself have a name.

Everyone whom you know has a name.

The place in which you live has a name.

Every object in your school-room has a name.

Can you think of anything that has not a name?

Words that name are called Nouns.

WRITTEN EXERCISE. Write five nouns that are the names of persons.

Write five nouns that are the names of places.

Write five nouns that are the names of things.

Write a list of nouns that are

1. names of things around your home.
2. names of flowers.
3. names of fruits.
4. names of animals.

Name something

1. that can swim.
2. that carries passengers through the air.
3. that can haul heavy loads.
4. that is used to make automobile tires.
5. that keeps off the rain.
6. that grows on the north side of tree trunks.
7. that tells how hot or how cold the air is.
8. that we use to speak to people at a distance.
9. that tells us the days and months.
10. that covers the ponds in winter.

Write a list of nouns in the story of *The Fox and the Crow*," Section 80.

128. ORAL AND WRITTEN COMPOSITION

In Section 120 you read the story, *An Axe to Grind*. Does this story remind you in any way of Aesop's fable, *The Fox and the Crow*?

To-day we sometimes say of a person that "he has an axe to grind." Of course we do not really mean that he wishes to grind an axe; can you think out for yourself what is meant by the expression?

WRITTEN COMPOSITION. Pick out the direct quotations in the selection and copy them in your exercise book. Do your work in this form:

The man: My pretty boy, has your father a grindstone?

The boy: Yes, sir.

Watch your punctuation carefully.

After you have finished your work, the teacher and class will discuss what has been done and you will correct your own work.

129. SOCIAL LETTERS

It is quite an accomplishment to be able to write a correct social letter. If you wish to make a good impression on your friends and acquaintances, you should be able to write informal invitations, acceptances, and letters of thanks in a courteous and correct manner. You should always be prompt in your reply to social letters addressed to you. For these letters you should use white, unruled paper with envelope to match.

Study carefully the following letter. Compare it with other model letters in this book. Do you think the writer of the letter says any more or any less than he ought to say?

Spring Garden Road,
Halifax, N.S.

Jan. 15, 1932.

Dear Miss Shaw,

I am returning in this mail the book which you lent to me a few days ago. I have enjoyed greatly the reading of it, and especially the chapter describing the scenery in the Annapolis Valley.

Thank you very much for giving me the chance to read this book.

Yours sincerely,

EDWARD DAVIS.

Discuss with your class and teacher the form of the salutation, complimentary ending, and signature used in this letter.

Using this letter as a model, write a letter to your teacher thanking her for lending you a story-book or a book of poems to read over the week-end. Check over carefully what you have written. Be sure that your use of punctuation, capitals, and paragraphs is correct.

FAME

Sound, sound the clarion, fill the fife!

To all the sensual world proclaim,

One crowded hour of glorious life

Is worth an age without a name.

SIR WALTER SCOTT

130. PRONUNCIATION

You have now learned to use your dictionary to find the meaning of new or difficult words. The dictionary shows you how to divide a word properly into syllables, and thus makes clear how the word is pronounced.

You have observed that if a word contains more than one syllable, there is usually a little mark like this ('), placed over one of the syllables. This mark means that to pronounce the word properly you must give more voice stress to the syllable having the mark (') placed above it.

If you look in your dictionary you will find the following words marked in this way:

pen' cil
por'-ridge

per' son al
po ta' to

per son al' i ty

In each of the first three words, the first syllable is given the greatest stress of the voice. Thus, in saying the word *pencil*, more force is given by the voice in sounding the syllable *pen* than in sounding the syllable *cil*. In sounding the word *potato* the force of sound, or voice stress, is given to the second syllable *ta*. In sounding the word *personality*, the stress is given to the third syllable.

This special stress or force of the human voice in sounding a certain syllable in a word is called *accent*, and the syllable thus stressed or sounded more forcefully is called the *accented syllable*.

The accented syllable in words of more than one syllable is usually marked in the dictionary with a mark like this (').

Which syllable is accented in the word *potato*?
Sound the accented syllable in the word *porridge*;
in the word *personality*.

Copy the following words in your exercise book. Divide each word into syllables and mark the accented syllable in each.

| | | |
|----------|-------------|--------------|
| reward | prefer | theatre |
| renown | interest | porcelain |
| concert | interesting | photographer |
| conceal | recess | refuge |
| example | loyalty | accept |
| innocent | mischievous | address |

When you have marked the *accented syllables*, take your dictionary and check the correctness of your work.

131. CONVERSATION:

CITIZENSHIP

When we go to school we learn to do those things which will be useful and helpful to us when we grow up. We study arithmetic, reading, music, history, and all the long list of subjects which we have in school so that we may lead happier and more useful lives when we are grown men and women.

Among other things which we must learn in

school is how to become good citizens. If we wish to read and write well, we learn when we are young; the more practice we have, the better we learn to do these things. To become good citizens when we are older, we must practise being good citizens right now.

In what ways may boys and girls be good citizens? I know of one school where every pupil seems to take a pride in the building, where waste paper and other litter are never seen on the grounds, where the pupils are polite and orderly. Are the children in this school good citizens?

Talk the matter over among yourselves and draw up rules regarding good citizenship. What you will talk about will depend partly on where you live; this list may help you:

- Care of school property
- Care of all public property
- Making an attractive town
- Respect for law
- "Playing the game"

132. WORDS WHICH TELL OR ASSERT

You have seen how some words assert, that is, they tell or make a statement about something.

You have also learned that the *subject* of a sentence is that part of the sentence about which a statement is made, and that the predicate is that part of a sentence which tells or states something about the subject.

Read carefully these sentences:

- | | |
|-----------------|-------------------|
| 1. Dogs bark. | 5. Children play. |
| 2. Fish swim. | 6. Rain falls. |
| 3. Grass grows. | 7. Snow drifts. |
| 4. Birds sing. | 8. Men work. |

Name the predicate in each sentence. You will observe that each predicate consists of but one word. This word tells something, or, as we sometimes express it, asserts or states something about its subject.

The word *bark* asserts something, that is, it states or tells something about dogs. If you left this word out, you would not have a sentence. Why?

What word makes a statement about fish? about grass? about birds? about children? about rain? about snow? about men?

These words which tell, or assert, or make statements are called *verbs*.

GROUP EXERCISE. The class will make a list of the *verbs* in the following sentences:

1. We ride to school in the van.
2. The traveller threw aside his cloak.
3. Too many cooks spoil the broth.
4. She opened the door and walked in.
5. Mrs. Cratchit made the gravy. Master Peter mashed the potatoes. Miss Belinda sweetened the apple-sauce. Martha dusted the plates. Bob took Tiny Tim beside him at the table. The two young Cratchits set chairs for everybody, and while they mounted guard at their posts,

crammed spoons into their mouths lest they should shriek for goose before their turn came to be helped.

WRITTEN EXERCISE. Write in your exercise book a list of the verbs in a selection from your Reader assigned by the teacher.

133. DIRECT AND INDIRECT QUOTATION

The teacher will review with you what you have learned about *direct* and *indirect* quotations.

In your language exercise book rewrite each of the sentences below. Change each direct quotation to the indirect form, and each indirect to a direct quotation. Be careful to use the right punctuation. Check your work.

1. Mr. Pickwick told Sam to ask the coachman at what time they were to start.
2. He asked me where I was going.
3. "Well do I know the master of that house," said Bob.
4. "When we leave the concert," said father, "keep close to me, so that we shall not lose each other in the crowd."
5. As the man took off his coat, he remarked that there had been a wonderful change in the weather.
6. Joan said, "I wish the sun would come out and that the snow would melt."
7. The coyote stated to his friend, the wildcat, that Farmer Bailey's chicken-coop was a delightful place to spend the evening.

8. The sparrow chirped that if they would give him the chance he would eat a hundred insects for his supper.
9. "That would not be fair," said George, "and I shall not do it."

134. TWO-MINUTE TALKS

During your year in Grade 6 you will continue to practise giving brief talks. The teacher will arrange for these as often as possible. Read again Section 20.

In the section mentioned, you will find a list of suggested topics; you may use these or the list below. Perhaps the pupils will prefer to draw up a list of their own.

Examinations
How Birds Help Us
A Fishing Trip
How Seeds Are Dispersed
An Exciting Game
A Storm
Why I Should Go to School
Punctuality
A Picture I Like
Thrift
Our School Building
An Accident
Thanksgiving
A Trick I Played on April First



135. A POEM

Here is a beautiful little poem by Norah Holland, the Canadian poetess, in which she tells of her longing to be out in the open country when life in a town was wearisome to her. Have you ever felt a restless longing to be up and away somewhere in the open country?

THE OPEN ROAD

I will go out where the great winds blow,
Go out to the open downs,
With the stars above and the turf below,
Where the ribbon of road runs, white as snow,—
From the toil and fret of the towns.

I will leave behind me cark and care,
And will shake my shoulders free
From the weary burden that townsfolk bear—
I will walk where the great winds talk, and where
The downs sing to the sea.

I will go out, like my sires of yore,
I will tread the path they trod,
I will know the fret of the towns no more;
I will go out from their dust and roar—
Out, out to the open road.

NORAH HOLLAND.

(By permission of The Macmillan Company of Canada Limited)

The teacher will read this poem. Listen carefully and you will hear the rush of the wind. The poetess uses a number of words to suggest the open country, just as a painter uses colour to paint a picture. Read aloud the lines that tell about the out-of-doors.

Be ready to recite the poem from memory when called on by your teacher.

136. *Rise* AND *Raise*

You have learned that *rise* means to *get up*, and *raise* means to *lift up*.

The class will work together to make sentences showing the correct use of each of the following words or groups of words.

The teacher may call on the pupils who make the best sentences to write them on the blackboard.

rose
is raising
rises
has risen
raise
raises

had raised
is rising
rise
were raised
was raising
raises

137. PRONUNCIATION

Practise the correct pronunciation of the following words. If you are in doubt as to the correct pronunciation of any particular word, look it up in your dictionary.

| | |
|------------|------------|
| picture | which |
| pitcher | drowned |
| accept | attacked |
| except | perhaps |
| Wednesday | geography |
| regular | history |
| particular | every |
| once | probably |
| act | serious |
| necessary | finally |
| umbrella | difference |
| asked | athletic |
| mountain | fountain |
| completed | houses |
| decided | admirable |

138. VERBS WHICH EXPRESS ACTION

Pick out the verbs in the following sentences:

1. Boys jump.
2. Girls skip.
3. Bears growl.
4. The train arrived on time.
5. The teacher thanked us for the flowers.
6. We fear no evil.
7. We thought about the lost treasure.

You all understand the word *act*. In the primary grades, even, you acted different parts from the stories in your Readers. Have you ever acted the part of the Great Big Bear? or Goldilocks? or Little Red Riding Hood? You understand that to act is to do or perform something.

All of the verbs in the above sentences tell us of some action. Jumping, skipping, and so on, are all actions which we act or perform with some part of our bodies. You must remember, however, that actions may be performed by the mind as well as the body. When we *think*, *consider*, *love*, *fear*, or *believe*, we are acting just as truly as when we *run*, *swim*, or *skate*.

There are many actions not performed by people. Thus the wind *blows*, the sun *shines*, the train *arrives*, the clock *ticks*, and so on. A word which tells us of action of any kind is a *verb*.

The great majority of verbs express action. There are, however, some verbs which do not; you will learn of these later.

WRITTEN EXERCISE. Write in your exercise book a list of the verbs in these sentences which tell us of some action.

1. It sparkled like a silver cup.
2. Perseus flew away toward his home.
3. He threw himself down in low despair.
4. She shapes her speech all silver fine.
5. And in the phlox the courteous bees
Are paying duty calls.

6. Mark crawled quickly out of bed and ran to the open window.
7. Everyone agreed with the decision.
8. The dew was falling fast.
9. The long light shakes across the lakes.
10. He sat down and thought the whole matter over.

139. VERBS WHICH DO NOT EXPRESS ACTION

Examine the following sentences:

1. The children are in school.
2. John is in the sixth grade.
3. We were on time for the meeting.
4. The night was very dark.
5. I am ten years old.

Can you find the verbs in the above sentences?

What statement is made about children?

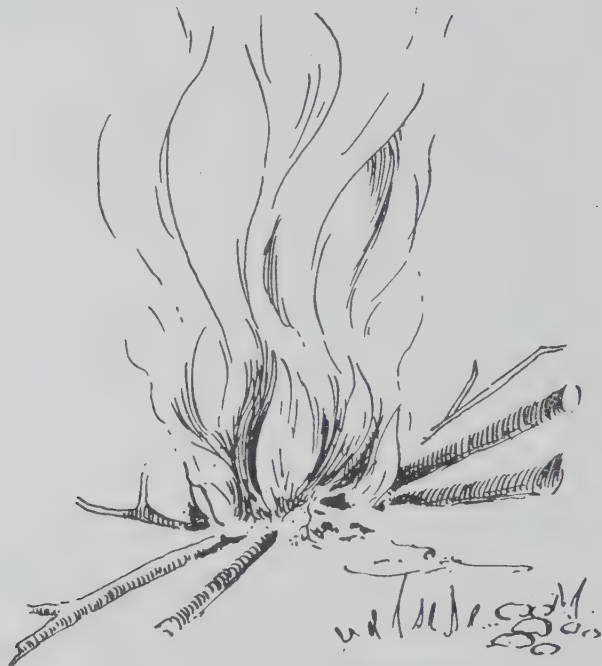
There is no single word that tells or asserts something about children, but the word *are* helps to make a statement about children. Does the word *are* express action of any kind in the way that *jump* and *skip* do? Would you call *are* a verb of action?

Here then is a verb which does not express action.

The class will examine sentences 3, 4, and 5; decide whether or not *were*, *was* and *am* express action.

Is, *are*, *was* and *were* all help to make statements. These words are verbs, but they do not tell about any action.

GROUP EXERCISE. The class will pick out the verbs in a selection from your Reader which the teacher will assign. Decide whether these verbs express action or not.



140. *BURNING MONEY

The title of this section may seem an odd one, for you will probably think to yourself, "No person would be so foolish as to burn money." Read the section through and see if the title is not a good one.

In the year 1930 there were over thirty-nine thousand fires in Canada; this means that, on an average, one hundred and seven fires occurred every day in the year, or that a fire occurred every thirteen minutes. The total property loss result-

ing from these fires was over forty-six million dollars. If we take the population of Canada as ten million, what was *your* share of the loss?

You are perhaps thinking that much of the property destroyed was insured against fire, and that the insurance companies paid the owners for a large part of it. This is true in one way, but untrue in another. Who gave the insurance companies the money to pay for the loss? If you think out the answer to this question you will realize that the full loss is borne by the people of Canada.

During the past ten years, the average annual cost of fire to every man, woman, and child in Canada was \$4.68. The cost in the United States was \$4.43, and in Great Britain \$1.15; many European countries had a lower loss than Great Britain. Do you think that Canadians have any reason to be proud of their record? Do you think that the title of this section is a good one?

But fire means something worse than loss of money. In the past five years (1926-1930) seven hundred and forty-nine adults, and eight hundred and sixty-two children lost their lives in fires. When we stop to think that this means the same thing as wiping out the entire population of a small town, we begin to realize what fire costs us in human life.

ORAL COMPOSITION. After you have read this

section through carefully, be ready to tell the class something of what fire is costing Canadians.

**Acknowledgment is made to Mr. J. Grove Smith, Dominion Fire Commissioner, Ottawa, and Mr. J. A. Thomas, Provincial Fire Marshal, Vancouver, for assistance in the preparation of this and a second section on fire prevention.*

141. SYNONYMS

There are words, such as *strong* and *powerful*, *answer* and *reply*, which have the same or nearly the same meaning. Such words are called *synonyms*.

Notice these sentences:

1. The teacher asked John to answer, but he did not answer.
2. The squirrels gathered acorns until they had gathered their winter's supply.

In the first sentence, the word *answer* is used twice. Instead of repeating this word, we might use *reply* in place of the second *answer*; do you not think that this is an improvement?

Try to improve the second sentence by using a synonym for *gathered*, instead of repeating that word.

If our supply of words is so small that we are forced to use the same words over and over, our spoken as well as our written language soon grows tiresome and monotonous. It is very important that we try to increase our vocabulary by learning as many synonyms as possible.

The list below contains ten pairs of words which are "related." These pairs may not mean exactly the same thing, but they are similar in meaning; pick them out.

| | | | |
|----------|------------|-----------|---------------|
| 1 glossy | 8 creature | 7 mistake | 6 animal |
| 7 error | 7 foe | 1 shining | 3 wither |
| 7 fade | 2 desire | 2 enemy | 8 wish |
| 4 speech | 9 chance | 5 collect | 4 language |
| 5 gather | 10 quarrel | 1 fight | 9 opportunity |

In this or in the next language lesson, take turns in using the above words in sentences. Although words are very often similar in meaning, they may possess different *shades of meaning*. Thus, *story* and *legend* are alike, but not exactly alike in meaning; can you find out what the difference is?

We should try to learn the exact meanings of words and to use the word which says just what we wish to say. Remember that words are *for use*; learn how to use them.

142. MATCHING EXERCISE:

SENTENCE CONSTRUCTION

Each of the following ten sentences has been divided into two parts. The first part of each sentence is found in the column at the left. One of the groups of words in the column at the right belongs with one of the groups in the left-hand column.

Re-write each sentence in your exercise book.

- | | |
|------------------------------------|---|
| 1. Doing nothing is | we could think of. |
| 2. They met with difficulties | doing ill. |
| | if you can. |
| 3. Why, friends, you go to do | that would have discouraged men of less spirit. |
| 4. I hope you will come | you know not what. |
| 5. The evil that men do | we may reap. |
| 6. We sow in order that | is instructive. |
| 7. We tried every device | lives after them. |
| 8. When the soldiers saw the enemy | the heart that loved her. |
| 9. Nature never did betray | they sent up a cheer. |
| 10. To read good books | |

143. ORAL:

WISE SAYINGS

You have had several fables in your language work, and have learned that a fable is a story which teaches some truth. Because people realize the truth of what a fable teaches, many of these stories have lived for centuries.

Great truths which people have long recognized have also been given to us in wise sayings or *proverbs*. These tell us in a few words what people have learned through much thinking and experience. Here is a number of the best known of these wise sayings:

1. Slow and steady wins the race.
 2. All is not gold that glitters.
- 250,000,000

3. Fine feathers do not make fine birds.
4. A stitch in time saves nine.
5. Every cloud has a silver lining.
6. It takes two to make a quarrel.
7. Make haste slowly.
8. A bird in the hand is worth two in the bush.
9. A wise son maketh a glad father.
10. Where there's a will, there's a way.
11. All work and no play makes Jack a dull boy.

Express in your own words the meaning of each of these proverbs.

Have you ever read a fable which expressed the same truth as one of them?

When you go home to-night, try to learn a proverb which you will tell the class in the next language period.

How many of the proverbs above can you learn in the rest of this period? How many can you learn before next language period?

144. VOCABULARY BUILDING

So many people have difficulty in finding words to express the ideas they wish to convey that it is well you should grasp every opportunity to add to your fund of words.

There are many who, when they try to explain what they saw on the street or at the farm, have one, and only one, way to do so. "A lot of,"—these words occur very frequently in their conversation.

Find the right word for each of these expressions and use each in an interesting sentence:

A herd of——

A flock of——

A squad of——

A school of——

A swarm of——

A gang of——

A team of——

A pack of——

A cluster of——

A throng of——

145. WORDS WHICH DESCRIBE

In examining words at work in sentences, you have observed that the work of some words is to describe.

Read over the following sentences:

1. Ned wore a *red* cap.
2. Mary wore a *blue* coat.
3. The *little* children put the *ripest* fruit into *large* baskets.
4. Canada is a *rich* country.
5. *Western* Canada has many *busy* cities.

Now read the first sentence, leaving out the word *red*.

Is there any change in the meaning?

How does the use of the word *red* change the meaning of the sentence?

What is the use of the word *red* in the first sentence?

Read the second sentence, omitting the word *blue*.

Does the sentence mean the same?

What is the use of the word *blue*?

Read the third, fourth and fifth sentences, leaving out the italicized words.

What change in meaning is made in each sentence?

What is the use of each of the underlined words?

Red describes——

Blue describes——

Little describes——

Ripest describes——

Large describes——

Rich describes——

Western describes——

Busy describes——

These words describe or help to describe some person, place or thing. Such words are called *Adjectives*.

WRITTEN EXERCISE. Below is a list of nouns. Copy the list in your exercise book; after each write two describing words or adjectives.

knife

house

doctor

coat

automobile

pupil

tree

book

farmer

146. ADJECTIVES

GROUP EXERCISE. Find the adjectives in these sentences. In each case tell whom or what the adjective describes.

Three black crows sat on the old red gate.

The long, hot, dry summer was followed by a cold, stormy winter.

One clear, bright, frosty morning we set out on the

long and dangerous trail towards the beautiful valley which lay hidden in the distant, lofty mountains.

The poor old man needed a long rest.

The Pied Piper had sharp blue eyes, light, loose hair, and swarthy skin.

There were brown, gray, and tawny rats; old rats and young rats; gay, frisking rats, and sober, plodding rats.



WRITTEN EXERCISE. Turn to the story of *The Frogs Who Wanted a King*" (Section 65). Make two columns in a page of your exercise book; in the first column write a list of the adjectives in this story; opposite each adjective, write in the second column what is described by each adjective.

147. GOOD CITIZENSHIP BOOKLET

Not long ago you were talking about good citizenship and how boys and girls may be good citizens. To-day you will plan a good citizenship booklet. In Section 131 a list of topics was given: you may use this list and add to it if you wish. The

class will divide into groups; each group will use one topic, and will write rules for good citizenship which come under that topic. The best compositions from the various groups will be used to make the booklet. Perhaps these compositions could be written on the typewriter.

In your drawing period prepare a cover for the booklet; the best in the class will be used.

148. ADJECTIVES

Be prepared to write a good description of your school-room.

Try to use words that describe accurately and fully.

Make a list of the adjectives which you use in your description. Check your work, and see if you cannot improve it by using adjectives which are more descriptive.

Describe one of the following:

1. A boat
2. Any wild animal which you may have seen
3. A bicycle

Write a list of the adjectives used in your description.

See that each adjective describes exactly the thing which you wished to describe.

149. DEBATES

Grade 6 pupils should continue to have debates as often as possible. You will find a number of suggested topics in Section 77; below are a few more. However, you may debate on any subject you wish, and you may find it more interesting to choose topics suggested by members of your class.

Resolved that:

1. Railroads are more useful than automobiles.
2. Children under ten should not attend picture shows.
3. It is better to be the child of a poor man than of a rich man.
4. Water is more destructive than fire.
5. A farmer is a more useful citizen than a doctor (or lawyer, merchant, etc.).

Read Section 51, which tells you how to prepare a debate.

150. SYNONYMS

Building a good vocabulary, or supply of words, is one of the most important things in language work. Robert Louis Stevenson tells us that as a boy he loved to study words, and to collect those which he thought would help him to speak and write in an interesting manner. His word-book contained many words which helped him to give word pictures and to express his thoughts just as he wished to. There is no doubt that this early study of words helped him to become the great

writer he was. Follow Stevenson's example—make friends with words.

In each of the lines below, three of the four words are similar in meaning. Pick out the word which is not "related", and be prepared to use the others in oral sentences.

This work will require more than one period. The class will discuss the words carefully and try to discover their different shades of meaning. Learn to use the words; that is what they are for. Your dictionary will help you.

vanity, conceit, opinion, pride
rules, laws, regulations, combats
industry, work, obstinacy, effort
enemy, victor, adversary, foe
collect, gather, investigate, assemble
suspect, steal, rob, plunder
friendly, kindly, scornful, agreeable
replied, agreed, responded, answered
predict, foretell, prophesy, ponder
conquest, statement, assertion, remark
admit, acquire, acknowledge, grant
persevered, continued, commented, persisted
intimacy, anger, indignation, resentment
endless, incessant, constant, carefree
joyous, fascinating, charming, bewitching
tool, implement, conveyance, apparatus

151. *A, An, The:*

REVIEW LESSON

Here are three very hard-worked little words which you have met before.

A and *an* are two different forms of the same word which means *one*.

You have learned that *a* is used before a word beginning with a consonant sound, and that *an* is used before a word beginning with a vowel sound. When the letter *h* at the beginning of a word is not sounded, *an* and not *a* is always used before such a word. Thus we say, *an honest man*, not *a honest man*.

What letters of the alphabet are vowels?

Observe this sentence:

I have an apple and a pear.

Why is the form *an* used before the word *apple*? Why is the form *a* used before *pear*?

A, an and *the* are adjectives, but they are more commonly called *articles*.

What have you learned about the use of *the* before a vowel? Before a consonant?

Use the following words in sentences, placing before them *a* or *an* as the proper usage requires.

Find the words which require that the *e* in *the* be sounded distinctly.

| | | | |
|------------|----------|---------|---------|
| automobile | animal | honest | hard |
| radio | potatoes | happy | herring |
| eagle | wheat | ox | home |
| valley | eggs | Indian | heir |
| autumn | hour | onion | ice |
| upper | ivory | inch | emblem |
| idle | ancient | harbour | flag |

The adjectives *a*, *an* and *the* are called the *articles*.

152. STORIES BASED ON PROVERBS

In the lesson on wise sayings in Section 143, you had this proverb: "Slow and steady wins the race." This same truth was taught by the fable, *The Hare and the Tortoise*.

Can you prepare an original story which teaches the same truth as one of the proverbs in Section 143?

The teacher and class will select a proverb and write one such story. When this is finished, you will select any other proverb and write your own story.

153. SEA POETRY

You will find in English and Canadian literature a great many poems about the sea. One of our Canadian poets has said that "England's glory is the sea." Perhaps your teacher will discuss with



you why this is so. The present British poet laureate was at one time a sailor, and he has written many poems about the sea and ships. Here is a poem in which he tells us how strongly he feels

the call of the sea. The poem will be read to you by your teacher.

SEA-FEVER

I must go down to the seas again, to the lonely sea and
the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white
sail's shaking,
And a grey mist on the sea's face and a grey dawn break-
ing.

I must go down to the seas again, for the call of the
running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-
gulls crying.

I must go down to the seas again, to the vagrant gypsy
life,
To the gull's way and the whale's way where the wind's
like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-
rover,
And quiet sleep and a sweet dream when the long trick's
over.

JOHN MASEFIELD

(From "Salt Water Ballads", by permission of The Macmillan Co.)

Find the sea pictures described in the poem.
What is meant by *a tall ship? a star to steer her
by? the wheel's kick? the vagrant gypsy life?*

The teacher will choose one or two of the best readers to read aloud the poem to the class. The class will then read the poem in unison.

Rudyard Kipling, Bliss Carman, Sir Henry Newbolt, Algernon Swinburne, as well as John Masefield, have written poems about the sea. Have you copies of the works of these poets in your school library? Can you bring to class a sea poem by one of the authors mentioned? If a number of pupils could do so, the teacher might select a few of the poems to be read in the next language period.

THE SONG OF THE SEA

So, whether the storm king whitens its shoals,
Or whether by soft winds fann'd,
I love the sound of the sea as it rolls
In the hollow of God's hand;
For I was born within sound of its waves,
And it ever shall be to me
The song of all songs that I love the best,
The roar of the grey old sea, the laugh of the summer sea.

SELECTED

154. SINGULAR AND PLURAL OF NOUNS

Notice the nouns in the two columns below:

boy
girl
pencil
apple

boys
girls
pencils
apples

The noun *boy* refers to how many persons? To how many persons does *boys* refer?

Each of the remaining words in the first column refers to how many persons or things? To how many persons or things do the remaining words in the second column refer?

You will have noticed that the words in the second column have a different meaning from those in the first because they do not stand for the same number of persons or things.

What difference in *form* is there between *boy*, which stands for one person, and *boys*, which stands for more than one? Is there the same difference in form between the other pairs of words?

By adding *s* to the words in the first column, which stand only for one person or thing, we form the words in the second column, which stand for more than one person or thing.

When a noun names only one person or thing it is said to be in the *singular number*.

When a noun names more than one person or thing, it is said to be in the *plural number*.

Each of the plural forms in the second column above is formed by adding *s* to the singular. *Most nouns form their plurals in this way.*

Find in to-day's reading lesson ten nouns which form their plural by adding *s* to the singular.

155. PLURAL FORMS OF NOUNS

What rule have you learned regarding the formation of the plurals of most nouns?

Below is a list of singular nouns:

| | | |
|------|--------|-------|
| moss | brush | fox |
| gas | church | box |
| dish | latch | topaz |

There are five types of endings in the above words: *s*, *sh*, *ch*, *x* and *z*. The class will take turns in giving the plurals of the words in the various groups. One pupil will write these plurals on the board, keeping the different groups separate.

Can you make a rule for the formation of the plurals of nouns ending in *s*, *sh*, *ch*, *x* and *z*?

Write in your exercise book the two rules which you have learned for the formation of the plurals of nouns.

Note the following:

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| cargo | cargoes | potato | potatoes |
| hero | heroes | echo | echoes |
| buffalo | buffaloes | | |

Most nouns ending in *o* form their plurals by *es*. However, certain words ending in *o*, such as *piano* and *radio*, form their plurals by adding *s*.

156. THE COST OF CARELESSNESS

In Section 140 you learned what fire is costing the people of Canada in money and human life. Perhaps you have wondered how it is possible for so many fires to start; the following table tells of the origin of some of the fires in Canada in 1930:

| Cause | Number of Fires | Property Loss |
|---|--------------------|------------------|
| Carelessness of smokers | 5,042 | \$1,369,323 |
| Carelessness with matches | 4,865 | 3,628,527 |
| Stoves, furnaces and pipes | 4,599 | 2,439,215 |
| Electrical defects and appliances | 2,433 | 3,615,872 |
| Sparks on roofs | 2,232 | 1,517,886 |
| Lightning | 1,572 | 1,531,758 |
| Coal oil and gasoline | 1,269 | 1,294,980 |
| Defective chimneys and flues | 1,237 | 1,531,758 |
| Hot ashes and coals | 987 | 1,046,327 |

How much did the carelessness of smokers cost Canada in property loss last year? If every person had been careful with matches, how much money would Canadians have saved?

You will study the list together and talk about the causes of fires, and how fires may be prevented.

If people were as careful as they should be, it is likely that about three-quarters of our fires would never occur. Carelessness is not a thing of which to be proud, but is, instead, a great national sin of which to be ashamed. What can boys and girls do to cure this great evil?

WRITTEN COMPOSITION. The class will work together and prepare rules for fire prevention. Consider the causes of fire mentioned above and any others which you wish. After these rules have been written on the board, you may copy them in your exercise book.

WHO AM I?

I am more destructive than the combined armies of the world.

I am more deadly than bullets, and have wrecked more homes than the mightiest of siege guns.

I steal untold millions of dollars from men, women and children.

I spare no one, and find my victims among the rich and poor, old and young, strong and weak.

I lurk in unseen places and do most of my work silently. You are warned against me, but you heed not.

I destroy, maim, and crush. I give nothing, but take all.

I am your pitiless enemy.

I am CARELESSNESS.

ROY K. MOULTON

in the Grand Rapids, Michigan, *News* (adapted).

157. COMPLETING SENTENCES

Make these sentences interesting by inserting several suitable words in the blank spaces. Read each sentence carefully after you have completed it. Watch the punctuation.

The first sentence might be done in this way:

As the sun crept over the horizon, the sleepy boys rolled out of bed and began to dress.

The teacher and class will discuss how the second sentence might be completed.

1. As the sun crept over the horizon——.
2. ——just as we drove our car into the garage.
3. If Fred——, the burglars could not have entered the house.
4. When the riderless horse trotted into the yard, ——.
5. ——, the boys began to cheer.
6. The accident would not have happened——.
7. ——just as the train pulled out.
8. We knew by —— that something unusual had occurred.
9. Hoping to get a better view of the circus parade, ——.
10. Since——the old dog has refused to eat.
11. Wishing——, she watched the starting of the race.
12. Because the day was rainy——.
13. Whenever he heard the band play in the park ——.
14. The bear quickly——as the dogs approached.
15. Knowing——, the crippled boy watched his fellows at play.
16. There in the mouth of the cave——.

158. PLURAL FORMS OF NOUNS

Here is a list of words in which the singular ends with the letter *y*.

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| day | days | toy | toys |
| key | keys | monkey | monkeys |
| boy | boys | way | ways |

What kind of letter comes before *y* in each case?

When a singular noun ends in *y* preceded by a vowel, what do you observe about the formation of the plural of such a noun?

State this rule.

Look now at these nouns:

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| fly | flies | lady | ladies |
| penny | pennies | fancy | fancies |
| berry | berries | baby | babies |
| sky | skies | city | cities |
| fairy | fairies | daisy | daisies |

The singular form of each of these nouns ends in *y*. What kind of letter comes before *y* in each case? How are the plurals formed?

State the rule for the formation of the plural of a noun ending in *y* preceded by a consonant.

Write in your exercise book the two rules for the formation of the plural forms of nouns ending in *y*.

159. PLURAL FORMS OF NOUNS

Note how the plurals are formed in the list below:

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| shelf | shelves | knife | knives |
| sheaf | sheaves | life | lives |
| thief | thieves | wharf | wharves |
| wife | wives | self | selves |
| wolf | wolves | elf | elves |

Each singular noun in the above list ends in *f* or *fe*. The class will prepare a rule for changing nouns which end in this way from the singular to the plural.

There are some nouns which do not follow this rule. Notice the following:

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| chief | chiefs | proof | proofs |
| reef | reefs | belief | beliefs |
| dwarf | dwarfs | fife | fifes |

160. A DEBATE:

“FRIEND OR FOE?”

You have learned in earlier sections of the great loss to Canada through fire. Fire, however, is not always a foe, but is in many ways a very good friend.

To-day the class will have a debate on the following: “Resolved that fire is more of a foe

than a friend to mankind." You will be divided into two groups. One group will support the *affirmative*, that is, they will try to prove that the statement above is true. The second group will support the *negative*; in other words, they will prepare all the arguments they can to prove that the statement is *not* true.

John Burroughs has said of fire: "A friend, a ministering angel in subjection; a fiend, a fury, a monster ready to devour the world, if ungoverned."

161. SUBJECT AND PREDICATE:

REVIEW

In your exercise book mark off two columns. In one column write down the subjects and in the other column the predicates of the following sentences:

1. King Midas loved nothing but gold.
2. Buffaloes once roamed over the prairies.
3. Down to the bottom sometimes he will go.
4. In British Columbia the Douglas fir grows to a great height.
5. In the morning we saw a wonderful sight.
6. Towards evening the wind calmed down.
7. The scarlet of the maples can shake me like a cry of bugles going by.
8. Down sank the bell with a gurgling sound.
9. Slowly and sadly we laid him down.
10. Three fishers went sailing out into the West.

Supply subjects for the following:

1. _____has his day.
2. _____grows in the prairie provinces.
3. _____is the largest city in Canada.
4. _____are good foods for growing children.
5. _____has been called the Founder of Canada.

Supply predicates in each case:

1. Jacques Cartier _____.
2. A hunter _____.
3. Silk _____.
4. Regular attendance at school _____.
5. The rushing river _____.

162. SOCIAL LETTERS

Write a letter accepting an invitation to a Hallowe'en party at a friend's house.

Write an invitation asking a friend to go as your guest to a moving picture entertainment.

Write a letter thanking a friend for a pleasant week-end spent at his home.

The teacher will divide the class into three groups. Each pupil in the first group will write an informal letter inviting a boy or girl to a Friday afternoon entertainment. The boy or girl to whom the letter is to be written will be chosen by the teacher. The invitation will be sent in the name of a pupil who will also be chosen by the teacher.

Each of the second group will write a letter accepting the invitation.

The third group will write a letter declining the invitation on account of a previous engagement.

Try to make your letter as correct in form as possible. If you wish, you may study the model letters which you have had.

The best letter from each group will be written on the board.

163. PRONUNCIATION

Practise pronouncing the following pairs of words:

while, wile

accept, except

single, signal

pitcher, picture

latter, ladder

nice speech, nice peach

didn't you, didn't chew

finely, finally

Pronounce each of the following distinctly:

can't you

won't you

is that so

give me

this afternoon

don't know

going to

might have

excuse me

want to

tell her

used to

Practise the correct pronunciation of the following words. Use your dictionary where necessary.

advertisement

cruel

wept

crept

business

kindnesses

carelessness

violence

| | |
|------------|-------------|
| slept | column |
| dreaded | comfortably |
| eighth | eleventh |
| twelfth | duty |
| generally | diamond |
| tremendous | recognize |
| film | iron |
| literature | mosquito |
| route | spirit |
| usually | quarrelling |

Oh for a book and a shady nook,
Either indoors or out;
With the green leaves whispering overhead,
Or the street cries all about;
Where I may read all at my ease,
Both of the new and old;
For a jolly good book whereon to look
Is better to me than gold.

SELECTED

I said it on the meadow path,
I say it on the mountain stairs—
The best things any mortal hath
Are those which every mortal shares.

The grass is softer to my tread
For rest it yields unnumbered feet;
Sweeter to me the wild rose red
Because it makes the whole world sweet.

LUCY LARCOM

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164. THE CLASS NEWSPAPER

Are you keeping up your class newspaper? How often do you publish it? Here is an actual copy (with the names changed) of a school newspaper which was published once a month by a little school up in the hills. Do you think your class could do as well.

THE MONTHLY REVIEW

Published in Juanita Valley
School, Juanita, B. C.

Monday, March 23, 1929

Editorial Staff

Editor-in-Chief - Jean Gray
Asst. Editor - Billy Stone
Reporter - - - Colin Clay
Bus. Mgr. - - Geo. Hearne

Items of Local Interest

Cora Wilson was laid up with a bad cold last week and lost two days from school. We are glad to have you back with us again, Cora.

Editorial

Spring Weather

Spring has come at last! What a joy it is to see the birds returning and green grass growing in the fields. Some of the water courses are filling, but most of the water seems to be sinking into the soft ground. Bird songs awaken us in the morning; cattle no longer stay close to hay stacks; each fine day, we find it just a little harder to keep our minds on our work.

John and Fred Brown were down trying for fish in the creek last night. They say it is a little too early in the season for good fishing.

The heavy wind last Wednesday night blew down two of the big trees near the edge of the school grounds. Lucky it didn't happen within school hours!

"All is alive with the joy
of the spring;
The babbling brook and
the bird on the wing."

Congratulations

In an out-of-the way corner of a New England graveyard stands a moss-covered stone bearing this inscription: "Sacred to the memory of Eben Harris, who departed this life suddenly and unexpectedly by a cow kicking him on the 15th September, 1853. Well done, thou good and faithful servant."

Notices

Lost: By Archie Travers on the way to school, Wednesday morning, March 22, a brown-handled jack-knife with two blades. Finder please leave it at the school-house.

Radio: Mr. Donald Grant of Parkdale is playing over CFJC to-night between 8.00 and 9.00 o'clock. We understand his violin selections are to be mainly Scottish airs.

Fred Williams had a letter a few days ago from Willie Burns who attended this school last year. Willie is now living in Vancouver. He says he would much rather be back with us here in the valley.

The class leaders last month were Jean Gray and Mollie Webb. What's the matter with the boys?

Now that spring is here, we can look forward to our usual hikes and picnics. Some of the boys and girls have already planned a hike to Myrtle Falls for next Saturday.

Spring

Birds and flowers are here
again,

Fields are turning green;
Hear the singing of the
brook

Where the alders lean.

Lessons seem so dull and
long,

Will they ever cease?

All the outdoors calls to
us—

Birds and flowers and trees.

For Sale: One horse and
saddle. Terms arranged.
Apply to Billy Green, West-
view Farm, R. R. No. 2,
Juanita Valley, B.C.

How can any boy or girl
Keep still very long,
While that robin in the
tree
Is singing such a song!

J.B., Grade VI.

165. WHEN I GROW UP

Boys and girls often talk about the kind of work they wish to do when they grow up. Have you ever thought about this? The list below gives some of the *occupations* which you might follow:

nurse
dentist
plumber
electrician
artist

teacher
farmer
carpenter
doctor
stenographer

Look up the word *occupation* in your dictionary.

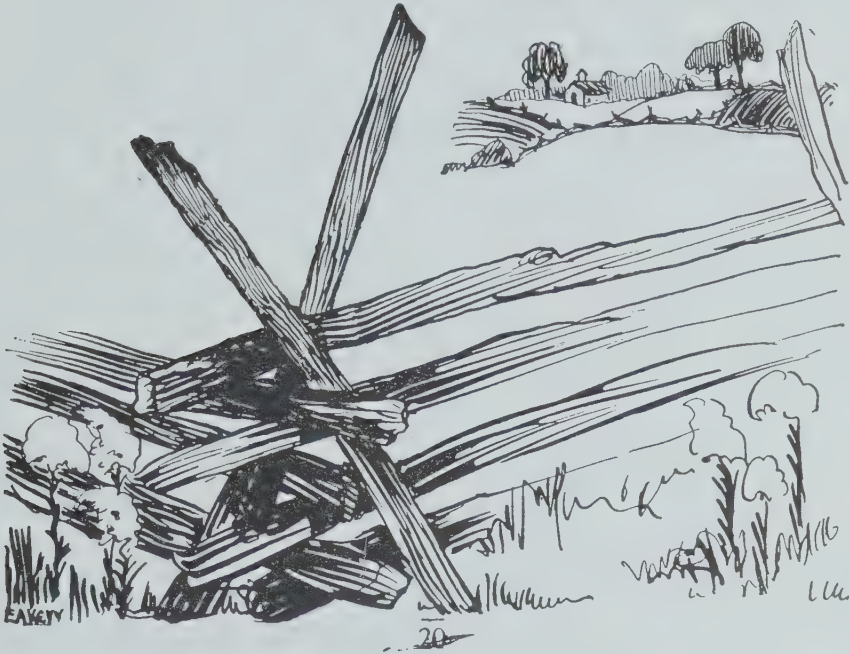
Make a list of as many occupations as you can. Which of these would the girls of the class be most likely to choose? Which might either boys or girls choose?

Decide on the occupation which you would choose. Think of all the reasons for your choice and be ready to tell them to the class.

Remember that making money is not the chief

thing to be considered; love of your work, service to others, and many other things are to be thought of.

Plan your talk and *stick to your subject*.



166. A POEM ABOUT A FARM

Those of you who live on farms know the reason for the fences built around the fields. Isn't it a pleasant sight to stand on a hill and look down on the farms with their fields marked off by fences? Listen while the teacher reads this poem. What pictures of a farm do you get while she reads?

FARM FENCES

The fence is mother of the farm ;
She reaches faithful arms about
To hold unwelcome strangers out,
And keep her own from harm ;
Secure within the guarded place,
The green fields lift a smiling face,
Long corn-rows rustle in the breeze,
And ripe fruits bend the orchard trees ;
And far green hills where cattle graze
And all the quiet woodland ways
Lie in the hollow of the hand—
A silent guardian of the land.
I love to see those mother-arms
Girt roundabout the little farms,
Guarding the furrow and the seed,
Saving the harvest for the bin,
Marking the lines that all may heed
And halt without, or bide within ;
Fences of wood or walls of stone—
My neighbour's safeguard, and my own.

FLORENCE BOYCE DAVIS

(With acknowledgment to the Author)

Find the use for farm fences mentioned in the first four lines of this poem. Why should the fence be called *the mother of the farm*?

What grows in the fields enclosed by the farm fences? Read aloud the lines that describe these fields. Read aloud the lines that tell why the author loves to see these fences about the fields.

What is meant by *saving the harvest for the bin*?
Why are the fences called *my neighbour's safeguard and my own*?

Take turns in reading aloud the poem.

167. CHOOSING AN OCCUPATION:

WRITTEN COMPOSITION

In Section 165 you had a lesson on choosing an occupation.

In your exercise book write a composition entitled "Why I Should Like to be a _____."

Every written composition should be better than the last. Think of what you have learned about writing compositions and make this the best yet.

168. *Sit* AND *Set*

From your study of these words, what meaning have you learned to attach to *sit* and its other forms, *sits*, *sat* and *sitting*? To *set*, *sets* and *setting*?

The class will now work as a group and form sentences showing clearly the correct use of each of the following:

| | |
|-------------|------------|
| sit | sits |
| has set | set |
| will sit | sat |
| are setting | will set |
| has sat | is sitting |
| sets | had set |

169. SINGULAR AND PLURAL NOUNS

In this lesson on changing nouns from the singular to the plural, you will learn about some words which change their form in unusual ways.

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| man | men | ox | oxen |
| woman | women | mouse | mice |
| child | children | tooth | teeth |

Some words have the same form for both singular and plural; for example: *sheep, salmon, trout, deer*.

REVIEW EXERCISE. The class will review together all the rules which have been learned for the formation of the plurals of nouns.

WRITTEN EXERCISE. Rule two columns in your exercise book. In one, copy the following singular nouns; in the second, write the corresponding plural forms:

| | | |
|------------|--------|-----------|
| hero | leaf | wish |
| thrush | lily | collision |
| coach | buoy | fairy |
| instrument | glass | policeman |
| radio | valley | ox |
| gas | moose | inch |
| mouth | match | bush |
| reef | fox | moss |
| goose | cry | candy |

170. A TEST IN PUNCTUATION AND CAPITALIZATION

Place punctuation marks and supply capitals where needed in the following sentences:

1. it said unto the forest shout
hang all your leafy banners out
2. the cat the dog and the little red hen started
off down the road
3. joan called out to helen where are you going
4. the meeting took place in toronto ontario on
july 14 1897
5. oh the wild charge they made
6. no i don't think i shall go to-day
7. henry what have you done with my book
8. yes that is true
9. frederick the king's son led the horsemen
10. come in said anne what are you standing there
for
11. he said that he could not go to-day
12. what a great wide beautiful world this is
13. the roman general said i came i saw i conquered
14. john could not say no
15. see the clear sun the world's bright eye
in at our window peeping
16. over hill over dale
through bush through brier
over park over pale
through flood through fire
i do wander everywhere
17. first said mr pickwick i wish to know why i
have been brought here

171. THE PARAGRAPH

You have learned that a paragraph deals with one topic and one topic only. No thought should be introduced which does not relate to that topic.

Divide the following into two paragraphs:

Early on the first day they began to meet with difficulties. The trail was steep and in many places overgrown with trees. The early morning had been cool but as the sun rose higher the heat became intense. By the middle of the afternoon most of the party were well-nigh exhausted and it took much effort on the part of their leader to persuade them to continue. Night found them less than half way to their goal. The second day saw much better progress. The weather was much cooler, and while the trail was still steep, it was less difficult than on the preceding day. The spirits of the men rose as they realized that they had overcome their greatest hardships. That night they went to sleep feeling sure that they would reach their goal next day.

Give your reason for dividing the section as you did.

What is the topic of the first paragraph?

Does every sentence in the paragraph deal with the topic?

What is the topic of the second paragraph?

Does each sentence deal with the topic?

172. HOMONYMS

Below is a list of homonyms, the use of which you should understand. You will study the list for ten or fifteen minutes, using your dictionary

if necessary. The class will then take turns in giving sentences to illustrate the use of the various words; the teacher will write these sentences on the board.

Drill on the meaning and spelling of these words until you have completely mastered them.

| | |
|--------------|-----------------------|
| won, one | threw, through |
| bear, bare | mail, male |
| pane, pain | fair, fare |
| pour, pore | mean, mien |
| pale, pail | beat, beet |
| might, mite | stare, stair |
| wrap, rap | throne, thrown |
| veil, vale | prey, pray |
| aught, ought | bark, barque |
| waste, waist | peal, peel |
| steel, steal | him, hymn |
| so, sow, sew | piece, peace |
| hair, hare | there, their, they're |
| our, hour | isle, aisle, I'll |
| great, grate | sight, site |
| bury, berry | right, write |

173. COMPLETING SENTENCES

The following sentences are incomplete. If a little care is taken in filling the spaces, they may be made really interesting. Rewrite and complete them.

Here is an example:

Down the street at great speed came _____

If you add, in the blank space, these words,—

the fire-engine, followed by a ladder-truck and hose-wagon, you have an interesting sentence.

The teacher and class may do the first two together.

Do your best. Check your work for spelling and punctuation.

1. Hoping——, we continued to search until darkness came on.
2. While——, I ran as fast as I could for help.
3. In order that ——, we had to cut a trail through the underbrush.
4. If we wish to succeed, we——.
5. Over the bridge at a gallop came——.
6. Seeing a policeman on the corner, I——.
7. Will you be kind enough to——?
8. ——be late, I hurried as fast as possible.
9. When the telephone bell rang, ——.
10. At the first sight of the hunters, the nimble deer ——.
11. As the automobile rolled over in the ditch, I ——.
12. Determined to——, I pounded violently on the door.

174. ORAL COMPOSITION:

A GREAT INVENTION

We are so accustomed to the many wonderful inventions which surround us in our every-day lives, that we forget the years of patient work and study which gave them to us. When you answer the telephone, do you ever stop to wonder

who invented it? Do you ever stop to think how much this single invention means in our lives and how much we should miss it if it were suddenly taken away from us?

THE INVENTION OF THE TELEPHONE

Alexander Graham Bell, the inventor of the telephone, was born in Scotland in 1847. In 1870 he came to Canada and lived with his family at Brantford, Ontario. He had for some years been greatly interested in teaching deaf-born children to talk. After living in Brantford for eight months he went to Boston, where he carried on this work very successfully.

For some time before he came to Canada, Bell had been trying to invent a new kind of telegraph, and he continued this work after he came to his new home. He at last made up his mind that it was possible to "talk by telegraph", and worked patiently to discover how this could be done.

In the summer of 1874 he spent his vacation at Brantford, and it was during this visit to his parents that the great idea which gave us the telephone was born.

The first telephone could carry the human voice only a very short distance. Probably not even Bell himself dreamed that the day would come when millions of homes would have telephones, and when the human voice would be carried across continents and oceans.

There are four paragraphs in this story. What is the topic of each? If you make a list of these topics do you think that you would have a good outline for the story?

175. SINGULAR AND PLURAL FORMS OF VERBS

1. The farmer goes to town every Saturday.
2. The farmers go to town every Saturday.
3. Our teacher comes to school at 8 A.M.
4. The children come to school at 8.45 A.M.
5. A river runs to the sea.
6. Rivers run to the sea.

Find the subject in each sentence.

Find the noun in each subject.

Find the predicate in each sentence.

In the first sentence, is the noun *farmer* singular or plural?

Note carefully the form of the verb that is used with a singular noun.

In the second sentence, what is the number of the noun *farmers*?

What change is there in the form of the verb that is used with the plural noun *farmers*?

Study carefully *the change in the form of the verb* in each pair of sentences.

When the noun in the subject is singular, the singular form of the verb must be used.

When the noun in the subject is plural, the plural form of the verb is used.

WRITTEN EXERCISE. Copy the following sentences and choose from the parentheses the proper form of the verb.

1. Spring (come, comes) early in the Southland.
2. The farmer (ploughs, plough) his field.
3. Birds (builds, build) their nests in the spring.

4. The dogs (barks, bark) when they (see, sees) a stranger.
5. The children (run, runs) when they (hears, hear) the school-bell.
6. The leaves (fall, falls) when the first frost (come, comes).
7. The bus (stops, stop) when we (give, gives) the signal.
8. Travellers (tell, tells) us about the people who (lives, live) in strange countries.
9. When the boys (arrive, arrives) home from school, they (bring, brings) in the wood and (carries, carry) water from the well.
10. In autumn the maple leaves (turns, turn) red, and the birch leaves (changes, change) to a golden colour.

176. PREFIXES

In a few years you will probably learn something of Latin and possibly of Greek. You will then realize that many of our English words are made up, in whole or in part, of Latin or Greek words.

There are certain groups of letters which form the first syllable of a great many words. One of these is *pre*, which usually means *before*. It comes to us from the Latin language. The *pre-face* of a book is the part which introduces you to the book as you might be introduced to a stranger. You may find how to pronounce this word, *preface*, in your dictionary. While you have your dictionary open at this point you may see what meaning

is given for *prefix*. One dictionary states that it is "a letter, word, or syllable placed at the beginning of a word."

Notice these pairs of words carefully:

| | | | |
|-------|---------|---------|-----------|
| heard | unheard | shaken | unshaken |
| happy | unhappy | written | unwritten |
| seen | unseen | common | uncommon |

When *un* is used as a prefix, what change do you notice in the meaning? What meaning would you give to *un* in these words?

Now look at the following:

| | | | |
|-------|---------|--------|----------|
| cover | uncover | fasten | unfasten |
| roll | unroll | fold | unfold |

You will see that *un* prefixed to the word *cover* gives us the idea of back or *the opposite motion*.

Make sentences containing the following words with *un* as a prefix:—*bolt, known, invited, fed, tangle, twist*.

As thousands of our words contain a prefix, we shall soon learn more of prefixes.

Lives of great men all remind us
We can make our lives sublime,
And departing leave behind us
Footprints on the sands of time.

LONGFELLOW



WATCHING THE BIG SHIP

(From a painting by M. W. Tarrant)

By kind permission of The Grant Educational Co., Ltd., Glasgow.

(SEE PAGE 213)

177. CARE IN USING ADJECTIVES

Care should be taken to select those adjectives which describe fittingly what we are speaking of. Such words as *lovely*, *beautiful*, *splendid*, *huge*, and *glorious* are often wrongly used. Thus, we should not speak of *lovely ice-cream* or a *beautiful dinner*, although we may quite fittingly describe a rose as being lovely or a face as being beautiful.

GROUP EXERCISE. Use each of the adjectives below in a sentence. In many cases you will need to use your dictionary to find the exact meaning of the word, and to enable you to use it accurately. This and the following exercise require careful thought and study. It would be well to return to this section in a few weeks and check your knowledge of what you have learned.

| | | |
|-----------|----------|-----------|
| pleasant | glorious | great |
| fine | curious | funny |
| handsome | simple | good |
| beautiful | careless | difficult |
| lovely | quiet | old |
| ancient | huge | wonderful |
| awful | splendid | grand |
| nice | | |

Supply adjectives to describe fittingly the following; in some cases a number of suitable adjectives may be chosen.

| | | | |
|---------|--------|----------|--------|
| day | game | accident | flower |
| view | hero | mistake | dog |
| victory | deed | success | giant |
| storm | autumn | | cave |



178. ORAL COMPOSITION

Read this story silently.

THE FISH I DIDN'T CATCH

Our uncle was a quiet, genial man, much given to hunting and fishing, and it was one of the great pleasures of our young lives to accompany him on his expeditions to the country brook.

I remember my first fishing excursion as if it were but yesterday. I have been happy many times in my life, but never more intensely so than when I received that first fishing-pole from my uncle's hand, and trudged

off with him through the woods and meadows. It was a still, bright day of early summer; the long afternoon shadows of the trees lay cool across our path; the leaves seemed greener, the flowers brighter, the birds merrier, than ever before. My uncle, who knew by long experience where were the best haunts of pickerel, considerately placed me at the most favourable point. I threw out my line as I had so often seen others, and waited anxiously for a bite, moving the bait in rapid jerks on the surface in imitation of the leaps of a frog. Nothing came of it. "Try again," said my uncle.

Suddenly the bait sank out of sight. "Now for it," thought I; "here is a fish at last." I made a strong pull and brought up a tangle of weeds. Again and again I cast out my line with aching arms, and drew it back empty. I looked at my uncle appealingly. "Try once more," he said; "we fishermen must have patience." Suddenly something tugged at my line and swept off with it into deep water. Jerking it up, I saw a fine pickerel wriggling in the sun. "Uncle!" I cried, looking back in uncontrollable excitement, "I've got a fish!" "Not yet," said my uncle. As he spoke there was a splash in the water; I caught the arrowy gleam of a scared fish shooting into the middle of the stream; my hook hung empty from the line. I had lost my prize.

Overcome by my great and bitter disappointment, I sat down on the nearest hassock, and for a time refused to be comforted, even by my uncle's assurance that there were more fish in the brook. He refitted my bait, and, putting the pole again in my hands, told me to try my luck once more. "But remember, boy," he said, with his shrewd smile, "never brag of catching a fish until he is on dry ground."

JOHN G. WHITTIER

What is the lesson which the story teaches?
What proverb teaches the same lesson?

Tell that part of the story which begins with the second paragraph. You have learned how important it is to secure the interest of your hearers or readers at the beginning. Make your first sentence as interesting as possible.

179. PRONOUNS

You have learned that some words are used as the names of persons, places and things.

In our daily conversation it would sound very awkward if we used over and over again our own names and the names of the persons to whom we happened to be speaking.

Read the following paragraph, which tells about the conversation of two boys who went fishing one Saturday morning.

"Well, Tom," said Jack, "if Tom is ready, let Tom and Jack go to the lake. Jack has Jack's fishing-rod and Jack's lunch with Jack. Has Tom any bait? Don't forget Tom's lunch, Tom. Tom and Jack will be hungry before Tom and Jack get back home." "Oh, Tom has Tom's lunch! Here Tom's lunch is!" said Tom. "Tom wouldn't forget that!"

What is wrong with this paragraph? Would anybody really speak in such a manner?

Now suppose we report the boys' conversation in this manner:

"Well, Tom," said Jack, "if *you* are ready, let *us* go to the lake. I have *my* fishing-rod and *my* lunch with *me*. Have *you* any bait? Don't forget *your* lunch, Tom. We shall be hungry before *we* get back home."

"Oh, *I* have *my* lunch! Here *it* is!" said Tom, "*I* wouldn't forget that!"

Do you not think that the second paragraph sounds much better? What changes have been made?

Instead of repeating the nouns, *Tom*, *Jack*, and *lunch*, the words *I*, *me*, *my*, *we*, *us*, *you*, *your*, and *it* have been used.

What have you learned to call words like *Tom*, *Jack*, and *lunch*?

Words that name are called *nouns*.

I, *me*, *my*, *we*, *us*, *you*, and *it* are used instead of nouns; there are many more words of this kind.

Such words are called *pronouns*, because they are used instead of nouns. Note carefully that these words point out persons, places or objects, although they do not name them as nouns do.

Pronouns help to make our speech clearer and more pleasing.

180. PRONOUNS

The class will work as a group and find the pronouns in the two following stanzas. Remember that any word used instead of a noun is a pronoun.

My bed is like a little boat;
Nurse helps me in when I embark;

She girds me in my sailor's coat
And starts me in the dark.

R. L. STEVENSON.

* * * *

A bird came down the walk;
He did not know I saw;
He bit an angle worm in halves
And ate the fellow raw.

EMILY DICKINSON.



WRITTEN EXERCISE. Make a list of the pronouns in the following sentences. After you have completed your list, pupils will take turns in telling what noun each stands for.

1. The Dormouse slowly opened his eyes. "I wasn't asleep," he said in a hoarse, feeble voice. "I heard every word you were saying."

2. I saw Bob and his father as they left their house.

3. Mary said that she and I would help you.

4. Alice and Walter are our class leaders; she stood first last month, and he led the month before. They are both good workers.

5. Harry asked me to lend him my skates.

Write a list of the pronouns in a selection from your reader assigned by the teacher.

181. USING YOUR IMAGINATION

Some pictures tell a story very plainly; others leave much to our imagination. The picture facing page 207 is of the latter kind. Spend a few minutes studying it.

The children seem very much interested in the steamer. Can you suggest why?

Perhaps their father is the captain, and has been away to foreign lands; perhaps their mother has been away for a long time and is just returning.

There are many other interesting things which the picture might suggest. The class may talk about them for a few minutes.

WRITTEN COMPOSITION. Write the story which the picture suggests to you. Use your imagination.

Before you begin, read parts A and C of the "Measuring Scale," Section 67.

182. USING THE ENCYCLOPEDIA

The fifteen volumes of an encyclopedia have the following groups of letters stamped on the various volumes:

| | |
|-----------------|------------------|
| Vol. 1, A—Att | Vol. 9, Imm—Ker |
| Vol. 2, Att—Bor | Vol. 10, Ker—Mor |
| Vol. 3, Bor—Cen | Vol. 11, Mor—Per |
| Vol. 4, Cen—Cot | Vol. 12, Per—Rep |
| Vol. 5, Cot—Dra | Vol. 13, Rep—Sta |
| Vol. 6, Dra—For | Vol. 14, Sta—Twi |
| Vol. 7, For—Hoy | Vol. 15, Twi—Zym |
| Vol. 8, Hoy—Imm | |

Write down the number of the volume in which you would look for information on the following subjects:

| | | |
|-----------|-------------|--------------|
| Coffee | Zebra | Hydroplane |
| Radium | Kansas | Archives |
| Turquoise | Brake | Panama Canal |
| Homonyms | Electricity | Cubit |
| Rosin | Megaphone | Belgium |

183. ADVERBS

Read carefully each of the following sentences.

1. The old man walked.
2. The old man walked slowly.
3. The boys ran.
4. The boys ran fast.
5. They arrived.
6. They soon arrived.
7. They came.
8. They came here.

We have seen that most verbs are *doing* words, that is, they express *action*. What is the verb in the first sentence? What action does it express?

In the first sentence, *walked* merely expresses the action of walking; it does not tell us how, where, or when the old man walked.

In the second sentence, *slowly* tells us *how the man walked*. Had the word *quickly* been used, the meaning would have been entirely different.

In the fourth sentence, *how* did the boys run? In what way does the word *fast* modify the verb *ran*?

In the fifth sentence the verb *arrived* does nothing more than express the action of arriving. In sentence 6, however, the word *soon* modifies the verb *arrived* because it tells *when* they arrived.

How does *here* modify the verb *came* in sentence 8?

Each of the words *slowly*, *fast*, *soon*, and *here* modifies a verb.

A word which modifies the meaning of a verb is called an *adverb*.

You will learn later that an adverb may modify other words.

The class will select the adverbs in the sentences which follow. In each case tell the reason for your choice.

1. Flow gently, sweet Afton, among thy green braes.

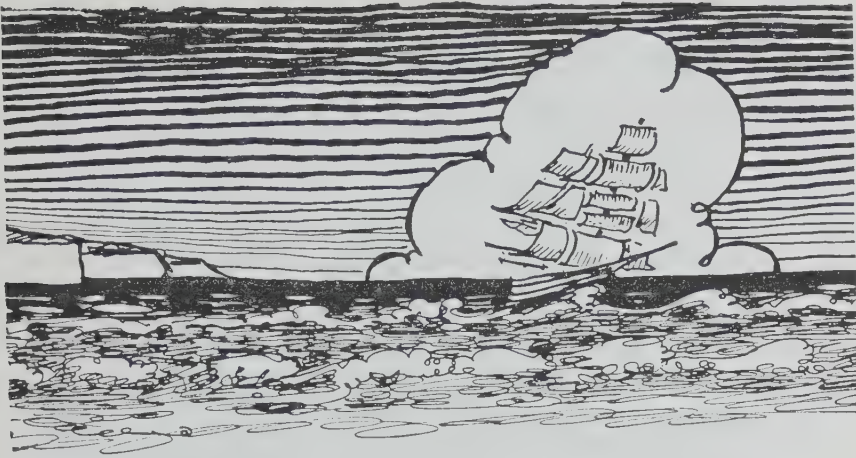
2. Slowly and sadly we laid him down.
3. Cattle and horses grazed quietly and contentedly in the rich pastures.
4. The soldiers halted suddenly at the edge of the wood.
5. The ploughman homeward plods his weary way.
6. He spoke kindly to the little lad.
7. They proceeded rapidly on their way and soon reached their destination.
8. They came early but stayed only a short time.
9. The early bird usually catches the worm but he may sometimes be disappointed.
10. Boldly they rode and well.

184. WRITTEN COMPOSITION

In Section 178 you read Whittier's story, *The Fish I Didn't Catch*. You will remember that Whittier tells how he *almost* caught the fish and how he "counted his chickens before they were hatched." To-day you will write a story based on the same idea. You may write of an actual experience, or you may use your imagination and make up a story. Below are a few topics from which you may choose, but you may use any other topic you wish.

The Game We Almost Won
The Train I Didn't Catch
The Prize I Didn't Win
The Time I Almost Stood First

Before you begin your work turn to Section 67 and read the *Measuring Scale*.



185. CHOOSING THE RIGHT WORD

Here are three stanzas from *The Three Voices* by Robert W. Service, one of our own Canadian poets. Some of the words are omitted and are given in the list which follows.

Re-write the stanzas, placing in each blank the word from the list that seems best to fit the thought. If there is a word in the poem which you do not understand, be sure to make use of your dictionary. Before you begin, find the meanings of the words in the list which are printed in italics.

The waves have a——to tell me,
As I lie on the——beach;
Chanting——in the pine-tops,
The wind has a lesson to——;
But the stars sing an——of glory
I cannot put into——.

The——tell of ocean spaces,
Of hearts that are——and brave,

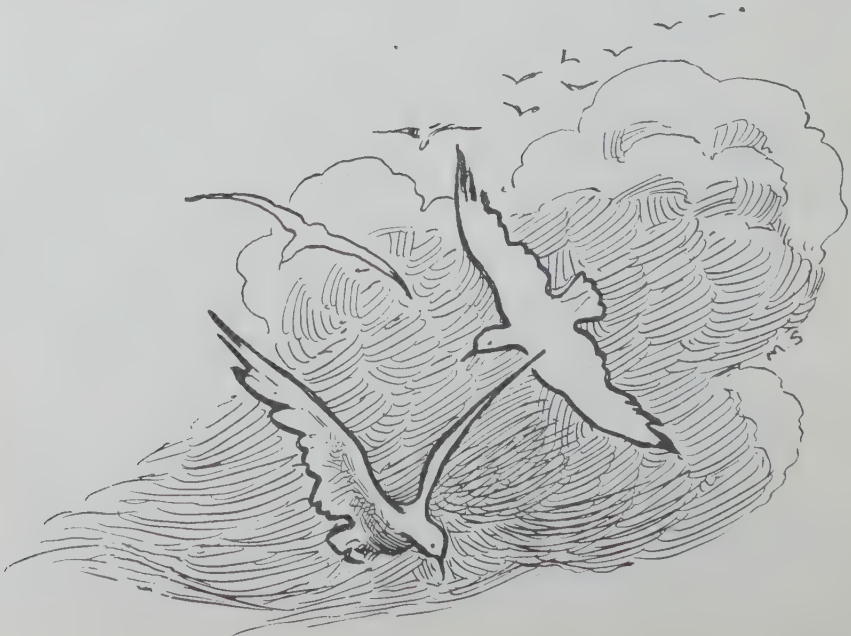
Of——city places,
 Of desolate shores they——;
 Of men who sally in——of gold
 To sink in an ocean——.

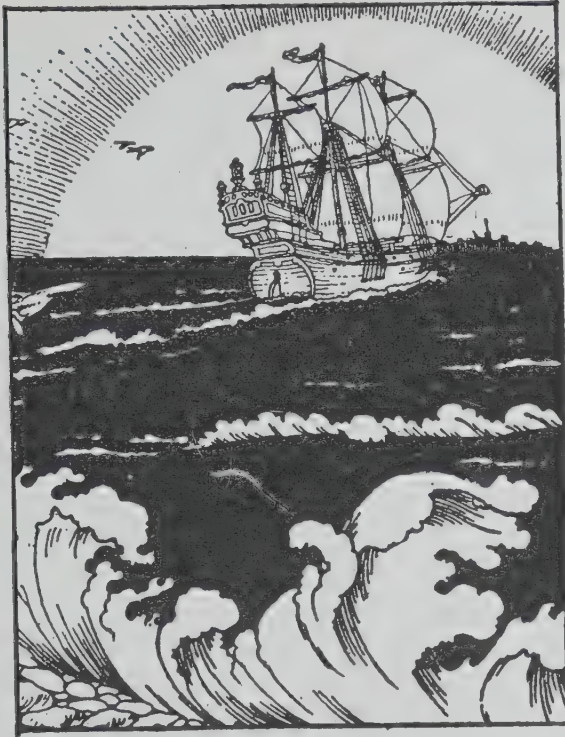
The——is a mighty roamer;
 He bids me keep me——,
 Clean from the——of the gold-lust,
 Hardy and——as he;
 Cling with my——to nature
 As a——to the Mother-knee.

ROBERT SERVICE

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| | | |
|--------|--------|----------|
| wind | quest | love |
| anthem | free | speech |
| wild | pure | populous |
| teach | taint | aloft |
| lave | child | grave |
| story | lonely | waves |





186. STUDY OF A POEM

You have read many stories in this book which were not written in verse. Listen while your teacher reads to you this poem which tells a story about three fishermen. Try to see the picture described in each stanza.

THE THREE FISHERS

Three fishers went sailing out into the West,
Out into the West as the sun went down;
Each thought on the woman who loved him the best,
And the children stood watching them out of the town;
For men must work, and women must weep,
And there's little to earn, and many to keep,
Though the harbour bar be moaning.

Three wives sat up in the lighthouse tower,
And they trimmed the lamps as the sun went down;
They looked at the squall, and they looked at the
 shower,
And the night-rack came rolling up ragged and brown.
But men must work, and women must weep,
Though storms be sudden, and waters deep,
And the harbour bar be moaning.

Three corpses lay out on the shining sands
In the morning gleam as the tide went down,
And the women are weeping and wringing their hands
For those who will never come home to the town;
For men must work, and women must weep,
And the sooner it's over, the sooner to sleep;
And goodbye to the bar and its moaning!

CHARLES KINGSLEY

Read each stanza over silently and carefully.
Can you see the picture in the first stanza? The men sailing away—the women and the children watching the boat—the lighthouse by the shore—the waters reaching away to the sunset in the west.

What picture do you see in the second stanza? In the third stanza? Help your teacher to write out a description of what is in each picture as has been done with the first.

What is meant by *the harbour bar*? *the tide went down*? What have you noticed about the last three lines in each stanza? Talk this over with your classmates.

Take turns in reading aloud the different stanzas in the poem.

Has the story a happy or a sad ending? Which kind of story do you like best?

187. MODIFIERS

Study very closely each of the following sentences. Try to understand the full and complete meaning of each.

Bears are fond of honey.

Brown bears are fond of honey.

Can you see any difference in meaning?

In the first sentence the word *bears* stands for all the bears in the world. In the second sentence the word *bears* refers to only one particular kind of bear, namely, bears that are brown in colour.

You have already learned to call a word like *brown* an adjective.

The adjective *brown* not only *describes* the word *bears*, but it somewhat *changes the meaning* of the word *bears*.

Examine these sentences:

1. A child loves to romp and play.
2. A healthy child loves to romp and play.

What adjective is used in the second sentence? How has the use of the adjective changed the meaning of the sentence? The adjective *healthy*, like the adjective *brown* above, changes the meaning of the noun which it describes.

In the sentence *A child loves to romp and play*, the word *child* may refer to any child in the world. But when the word *healthy* is added, the meaning of the word *child* is changed or *modified*. It is now the *healthy* child only that loves to romp and play.

Study the following sentences and tell clearly how each adjective changes the meaning of the sentence:

1. Children love fairy stories.
2. Young children love fairy stories.
3. Stamps are valuable.
4. Old stamps are valuable.
5. An Indian came to our camp last summer.
6. An old Indian came to our camp last summer.

Words which change or modify the meaning of other words are called *modifiers*.

All the modifiers in the above sentences are *single-word modifiers*, and modify nouns. Each of them is therefore an adjective.

Turn to your dictionary and look up the meaning of the words *modify* and *modifier*.

188. SINGLE-WORD MODIFIERS

In the last section you learned of the work of the adjective as a *single-word* modifier of the noun.

Here is a number of sentences in which you will find single-word modifiers of nouns.

In your exercise book make two columns. In one column write down in order the nouns in the

sentence. In the second column write the modifiers of each noun.

1. Beautiful, red roses grew in this quaint, old garden.
2. The wide river was crossed by a long, narrow bridge.
3. Through the long, hot summer day, the weary soldiers marched across a dreary, treeless plain.
4. A bright fire blazed in the large, open fire-place.
5. A fair little girl sat under a tree.
6. Little brown seed, O little brown brother,
Are you awake in the dark?
7. Along the line of smoky hills
The crimson forest stands.

Find the single-word modifiers of nouns in the passage quoted from *Days Off* (Section 236).

SONG FOR TWO GREYHOUNDS

Hie away, hie away,
Over bank and over brae,
Where the copsewood is the greenest,
Where the fountains glisten sheenest,
Where the lady fern grows strongest,
Where the morning dew lies longest,
Where the blackcock sweetest sips it,
Where the fairy latest trips it.
Hie to haunts right seldom seen,
Lovely, lonesome, cool and green,
Over bank and over brae,
Hie away, hie away.

SIR WALTER SCOTT

189. A DEBATE

In Section 174 we had a lesson about the telephone. Very few modern inventions are more useful to us. What other great inventions can you name?

Which do you think the more useful, the telephone or the automobile?

The class will divide into two groups. One group will tell why they think the telephone is more useful; the second group will take the opposite side of the debate.

190. COMPLETING SENTENCES

After re-reading the instructions given you in Section 173, re-write and complete the following sentences.

1. Having heard that wolves had been seen on the road which I wished to take, _____.
2. His voice trembled as he told how _____.
3. Escaping from the trap, _____.
4. Cheered by the sound of my father's voice in the distance, I _____.
5. As I climbed higher in the tree, the bear _____.
6. Fearing _____, we locked all of the doors.
7. Gliding downward like a bird, _____.
8. When the days grew cold, _____ safe for skating.
9. _____, the train roared past the red danger signal.
10. After _____, only a mass of blackened stumps was left.

11. Through ———, the ship continued on its way across the ocean.
12. Soon after ———, we moved to our summer camp at the lake.

191. ORAL AND WRITTEN COMPOSITION:

AN ANECDOTE

Read silently this anecdote of the great English naturalist, Charles Darwin.

Two English boys, friends of Darwin, thought that they would play a joke on the great naturalist. They caught a centipede, a butterfly, a grasshopper, and a beetle, and from these four they made a strange insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs, and the beetle's head, and glued them all together. Then with this strange new bug in a box, they called to see Darwin.

"Can you tell us what this strange bug is, sir?" said one of them. "We found it down in the meadow."

The great naturalist looked at the bug, then at the boys. There was a twinkle in his eye as he said, "Did it hum when you caught it?"

"Yes," replied the boys, nudging each other.

"Well, then," said Darwin, "it must be a humbug."

You will remember that in telling a story of this kind you should be careful to keep the point of the joke until the very last. Was this done in the story above?

WRITTEN COMPOSITION. Read the story over until you are sure that you know it. Then write

it in your exercise book. Watch your punctuation and paragraphing. Check your work.

ORAL COMPOSITION. Try to find at home an amusing story of some great man. Tell it to yourself until you are sure that you can tell it well, and be prepared to tell it to the class. If you cannot find an anecdote of a famous man, you may tell any story which you think the class will find amusing. In telling your story, remember to keep the point until the last.

192. SUPPLYING MODIFIERS

The skilful use of *describing words* adds greatly to the interest of what we write.

In the following sentences supply describing words which will make the sentences more *interesting*. Each blank should be filled by one word.

1. The _____ horse was pulling a _____ load down the _____ street.
2. _____ boys like to eat _____ fruit.
3. In a _____ wood there once stood a _____ house.
4. A _____ crash of thunder was heard.
5. The _____ torrent flooded the _____ valley.
6. A _____ breeze caused the leaves to flutter slightly on the trees.
7. Ten _____ knights rode up to the gate of the _____ castle.

8. The _____ girl had _____ cheeks, _____ eyes, and a _____ smile.
9. The _____ meadows were dotted with _____ flowers.
10. A _____, _____ sun poured into the _____, _____ room.

193. WRITTEN COMPOSITION

Not long ago you had a debate as to which was the more useful, the telephone or the automobile. To-day you will write a composition telling how useful the automobile is to mankind. If you prefer, you may tell the same thing about the telephone.

What points should you keep in mind when doing written work in composition?

194. A DESCRIPTION

When you are describing a person or thing, you should try to draw a picture in words. This picture should be so clear that the person who is reading or listening to the description will have no difficulty in seeing what you have described.

The clearness of the picture depends largely on your choice of words. The following description is of Ichabod Crane, a character in Washington Irving's *The Legend of Sleepy Hollow*. Read it, noticing the remarkably good words and expressions which Irving uses to describe Ichabod. After you



ICHABOD CRANE

have read the paragraph, the class will discuss these descriptive words and phrases.

He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served as shovels, and his whole frame most loosely hung together. His head was small, and flat at the top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weather-cock, perched upon his spindle neck, to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for some scare-crow eloped from a cornfield.

You will close your books and the teacher will read the description to you. Listen carefully; close your eyes if you wish.

Did you see the picture mentally, as your teacher read to you?

195. PHRASE MODIFIERS

In former lessons, in observing words at work in a sentence, you learned about the work of *single-word* modifiers,—words that not only describe, but change, to some extent at least, the meaning of a sentence.

Sometimes a *group of words* is used to do the work of a single-word modifier. It is very important to learn to use groups of words as modifiers, for by this means our speech and our writing

become not only more exact, but smoother and more pleasing.

Observe these sentences:

A bicycle is useless.

A wheelless bicycle is useless.

A bicycle without wheels is useless.

The statement that a bicycle is useless is not true.

The statement that a wheelless bicycle is useless is true, but sounds rather harsh and awkward.

The statement that a bicycle without wheels is useless is not only true, but sounds smoother and more pleasing than the preceding form.

To be able to use sentences that express full and exact thought in a direct, forceful, and at the same time pleasing manner is surely the aim of everyone in learning English.

A careful study of *modifiers* and a mastery of these forms is one sure method of reaching that aim.

Study closely the following sentences:

1. The man is a policeman.
2. The man *in a blue coat* is a policeman.
3. The man *on the motor-cycle* is a policeman.
4. The man *standing at the corner* is a policeman.
5. The man *in the large automobile* is a policeman.
6. The man *coming down the street* is a policeman.

In the second, third, fourth, fifth and sixth sentences, show how the various groups of words

which modify the noun *man* change the meaning of the sentence.

A group of words, such as each of those in sentences 2-6, which does the work of a single word, is called a *phrase*.

In your next lesson you will learn more of phrases and their work.

196. PHRASE MODIFIERS

Refer again to sentences 2-6 in the last lesson.

You have learned that groups of words such as *in a blue coat, standing at the corner, etc.*, are called *phrases*. Such groups of words do the work of one word.

Each of the phrases in the sentences referred to modifies the word *man*. A word modifying a noun is called an adjective; therefore, a phrase doing the same work is called an *adjective phrase*.

You have already learned something of the work of the *single-word* modifier. Exactly the same work is done by the phrase, which we often refer to as a *phrase modifier*.

GROUP EXERCISE. Notice the work of *single-word* modifiers and of *phrase modifiers* in these sentences. In the first six sentences, all of the latter are italicized. In each of the sixteen sentences, name the word or words modified.

1. He is an honourable man.
2. He is a man *of honour*.

- 3. A bird *in the hand* is worth two (birds) *in the bush*.
4. We welcome the spring flowers.
- 5. We welcome the flowers *blooming in the spring*.
- 6. There they saw six eggs *flecked with purple*.
7. The desert tribes revolted.
8. The tribes of the desert revolted.
9. Birds (of a feather) flock together.
10. We should buy Canadian-made goods.
11. We should buy goods made in Canada.
- 12. Boys (from the country) often become leading men (of the town).
13. Valiant men fear no foe.
- 14. Men (of valour) fear no foe.
15. They found a poor, homeless dog.
- 16. They found a poor dog (without a home.)

Every single-word modifier in the above sentences modifies a noun; each is therefore an adjective. Each phrase modifier also modifies a noun; each is, therefore, what kind of phrase?

197. WRITING CONVERSATIONS

Examine the conversation found in Section 94.

Make up and write in your exercise book a short conversation between two boys or two girls about some topic of common interest. Before you write, think carefully what each person is likely to say. Check your use of punctuation marks, capitals, and indented lines. Make your conversation as interesting as you can.

Here are a few topics about which you may make up conversations:

1. A game you played at school to-day
2. A conversation about a picnic which you attended
3. The arrival of an aeroplane
4. A visit to the Fall Fair
5. An automobile accident
6. A conversation between a business man and a boy or girl who is looking for a position

198. MODIFIERS:

REVIEW

Copy the following sentences in your exercise book. Draw *one* line under each single-word modifier, and *two* lines under each phrase modifier. Place parentheses around each noun which is modified.

1. The old house was sold.
2. The house across the street was sold.
3. The boy on my right gave the signal.
4. The little red building on the other side of the creek is the school-house.
5. I met an old white-haired woman, wearing a shawl and bonnet.
6. It touched the tangled golden curls,
And brown eyes full of grieving.
7. A distinguished career followed a promising boyhood.
8. A career of distinction followed a boyhood of promise.

9. A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

199. WRITING GOOD SENTENCES

In earlier work you have learned that in writing sentences you should try (1) to make the meaning of each sentence clear; (2) to construct each sentence so that it will read smoothly and be pleasant to the ear. Short, childish sentences are expected from very young pupils, but not from those of your grade. On the other hand, sentences which are too long and rambling are not clear.

You are not to think that short sentences are never used; an occasional short sentence gives *variety* and makes one's style of writing more interesting.

Turn to the story, *The Fish I Didn't Catch*, in Section 178. Study the sentences in this selection.

You will notice that some of them contain only four or five words, while others are as many lines in length.

Why did Whittier vary the length of his sentences?

200. ADVERB PHRASES

Examine the following sentences:

1. Mary sang.
2. Mary sang well.
3. Mary sang in a pleasing manner.

4. I saw Bruce.
5. I saw Bruce yesterday.
6. I saw Bruce early in the morning.

In which of these sentences have the verbs no modifier? In which sentences do adverbs modify the verbs? How do they modify them?

In sentence 3, *how* did Mary sing?

You will notice that the group of words *in a pleasing manner* modifies the verb *sang*. The adverb *well* does the same work in sentence 2.

In sentence 6, what group of words modifies the verb *saw*? What adverb does the same work in sentence 5?

A word which modifies a verb is called an adverb. When a group of words, such as those in sentences 3 and 6, modifies a verb, it is called an *adverb phrase*.

You have now learned about the work done by two kinds of phrases: (1) adjective phrases, which modify nouns; (2) adverb phrases, which modify verbs. It should be noticed that while a phrase is a group of words, it does not contain a subject and predicate, and does not by itself express a complete thought.



GREEK AND PERSIAN WARRIORS

201. THE PARAGRAPH

Below is the story of one of the world's decisive battles.

THE BATTLE OF MARATHON

Twenty-five centuries ago the greatest power in the world was Persia. All the nations of eastern Asia had fallen before her might, and she planned to extend her dominion into Europe.

The little nation of Greece was the chief obstacle in her path. Persia was a country ruled by cruel and pitiless tyrants; in the land of Greece men had learned much of freedom. The Persian king decided that Greece must be destroyed, and with her, all traces of free government.

In 490 B. C. a great Persian army landed in Greece and drew up on the plain of Marathon, near Athens. The Greek army was outnumbered ten to one, and we may well imagine the excitement and dismay in the hearts of the people.

But, fortunately, Greece had a great leader in her hour of danger. Her general, Miltiades, (Mil-tí-a-déz) filled his troops with his own spirit of courage and confidence. Under his skilful leadership the giant foe was attacked and completely defeated. Thus, Greece and Europe as a whole were saved from Persian cruelty and oppression, and the whole story of civilization was changed.

If you do not know the meanings of the following, use your dictionary to find them: *obstacle*, *pitiless tyrant*, *dismay*, *oppression*.

What is the topic of each paragraph?

Pick groups of four to tell the story. Each pupil will be assigned one of the four paragraphs and will tell only that part of the story contained in the paragraph assigned him.

202. POEM STUDY

The following poem was written by the great English poet, Alfred Tennyson, when he was on a visit to the beautiful lakes of Killarney in Ireland. The teacher will read the poem to you. Notice how

well the poet describes the echo resounding from rock to rock and dying away among the mountains.

THE SPLENDOUR FALLS

The splendour falls on castle walls
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
Blow, bugle, blow! set the wild echoes flying;
Blow, bugle; answer, echoes—dying, dying, dying.

Oh, hark! Oh, hear! how thin and clear,
And thinner, clearer, farther going!
Oh, sweet and far from cliff and scar
The horns of Elfland faintly blowing!
Blow, let us hear the purple glens replying:
Blow, bugle; answer, echoes—dying, dying, dying.

O love, they die in yon rich sky,
They faint on hill or field or river:
Our echoes roll from soul to soul,
And grow for ever and for ever.
Blow, bugle, blow! set the wild echoes flying,
And answer, echoes, answer—dying, dying, dying.

ALFRED, LORD TENNYSON

What picture is given you in the first two lines?

Have you ever seen a picture similar to that which the poet gives us in the third line?

Try to see the word picture in the fourth line?

The class will discuss the following:

*The horns of Elfland faintly blowing
The purple glens replying
Our echoes roll from soul to soul*

A few of you will read the poem aloud. Try to express by your voice the effect of the bugle-notes resounding among the hills.

Here is another poem by the same author. Do you think it is a good description? How quickly can you commit it to memory?

THE EAGLE

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls

ALFREL, LORD TENNYSON.



203. ADVERBS AND ADVERB PHRASES

A. Notice the work done by adverbs and adverb phrases in the following sentences. In each case pick out the verb which is modified.

1. They proceeded *cautiously*.
2. They proceeded *with caution*.
3. The dog came *quickly*.
4. The dog came *at his master's call*.
5. Columbus sailed *westward*.
6. Columbus sailed *in a westerly direction*.
7. *Day after day* they toiled *painfully onward*.
8. *For many years* a hermit lived *in that lonely glen*.
9. The captain decided *for various reasons* to turn *homeward*.
10. *In the quiet of the evening* they sat *under the trees*.

B. You have already selected the adverbs in the sentences at the end of Section 183. Turn again to these sentences and pick out the adverb phrases; in one column in your exercise book write the phrases; in a second column write the verbs which they modify.

204. *Lie* AND *Lay*

Lie—with its other forms *lay*, *lain*, and *lying*—means to *rest* or *recline*.

Lay—with its other forms *laid*, and *laying*—means to *put* or *place*.

Copy the following sentences in your exercise

book, filling each blank with the correct form of the above verbs:

1. I can see the ships———in the bay.
2. We have———up our car for the winter.
3. The weary men———down to rest.
4. ——— on the riverbank, I watched the trout catching flies.
5. The first Atlantic cable was——— in 1858.
6. That dog has been———there all the afternoon.
7. That year the snow———deep until late in the spring.
8. The plough has———in the corner of the field all winter.
9. Northumberland Strait———between Nova Scotia and Prince Edward Island.
10. ——— your pencils on your desks.
11. What is that dark object———there?
12. He has———there for an hour.
13. ——— down if you feel tired; ———your head on this pillow.

205. PARAGRAPHING

Divide the story below into paragraphs.

Over three hundred years ago Prince William of Orange was leading his Dutch troops against the Spanish. As the Prince lay asleep in his tent one night, a company of Spanish soldiers made a surprise attack and stormed his camp. Hearing the unusual noises, William's pet spaniel suspected danger, and awakened his master by scratching his face. The prince hurriedly arose, mounted his horse, and rode off barely in time to escape capture. After William's death his people erected a

splendid tomb to preserve his memory. To this day we may still see the statue of the prince; lying at his feet is an image of the spaniel that proved so faithful a sentinel.

Into how many paragraphs did you divide the story? Give your reasons.

WORD STUDY. Explain the meaning of each of the following, using your dictionary if you wish: *unusual, suspected, erected, splendid, pre-serve, image, statue, sentinel*.

206. SYNONYMS:

WORK WITH WORDS

The exercise below is to be done just the same as that in Section 150.

Take your time with this work; it will require more than one language period. Everyone in the class should try to understand the meaning and use of each of the three words of similar meaning listed below. Use your dictionary.

stubborn, agreeable, obstinate, headstrong
preceding, following, next, succeeding
banish, vanish, exile, expel
merry, gay, lively, clear
revive, reprove, blame, rebuke
bravery, encouragement, courage, valour
carnival, combat, contest, battle
prudence, generosity, wisdom, caution
base, vile, low, commanding
entreat, implore, beg, refuse

ascend, descend, climb, mount
obtain, acquire, get, regard
pitiful, infinite, unlimited, boundless
compassion, sympathy, pity, reluctance
cowardice, timidity, inspiration, fear
animated, dejected, spirited, lively
cunning, sly, crafty, daring
generous, renowned, famous, celebrated
diminish, decrease, disband, lessen
rare, reliable, unusual, exceptional

The English language contains a great many synonyms. Those which you have learned this year will be of help to you, but if you wish to express your thoughts well, you must continue to do as Robert Louis Stevenson did—make friends with words.

207. MODIFIERS

In your exercise book copy the following list of nouns, and write after each three single-word modifiers or phrase modifiers. For example, after *mountain* you might write such modifiers as *lofty*, *snow-capped*, *in the distance*, *rising majestically*, *standing clear against the sky*. You will notice that these modifiers are either adjectives or adjective phrases.

- | | | |
|-------------|-------------|----------|
| 1. mountain | 4. brook | 7. cave |
| 2. stream | 5. explorer | 8. wheat |
| 3. holiday | 6. wind | 9. sound |

Copy this list of verbs and write three adverbs

or adverb phrases after each. Such modifiers as the following might be written after *worked*: *hard, willingly, together, through the long day, with a will.*

- | | | |
|------------|-------------|------------|
| 1. worked | 4. try | 7. observe |
| 2. plodded | 5. consider | 8. tell |
| 3. study | 6. examine | 9. sang |

208. SENTENCE CONSTRUCTION

Examine carefully the following pair of sentences:

- A. The thirsty traveller bent down eagerly to the running brook.
- B. The thirsty traveller drank deeply of the cool water.

Many children have formed the habit of telling or writing a story very much in the manner of the above pair of sentences. Although you have been warned against the *and* habit, this does not mean that you are never to use the word *and*. When rightly used it is a very helpful word, as you will see in the following sentence:

The thirsty traveller bent down eagerly to the running brook and drank deeply of the cool water.

This sentence is surely an improvement upon the first pair of sentences as a means to express the thought intended.

What word has made this improvement possible?

Let us try another method of improving the

first pair of sentences as a means of expressing the thought.

Bending down eagerly to the running brook, the thirsty traveller drank deeply of the cool water.

The class will discuss the changes made in order to arrive at the new sentence construction. Notice particularly the change in the verb *bent*.

Change the following pairs of sentences into one good sentence

- (1) by using the word *and*;
- (2) by changing the verb in one sentence to a word ending in *ing*.

The first five will be done as a group exercise, the teacher writing on the board the sentences formed by the class; the last five are to be done as a written exercise.

1. A. The traffic-officer took the little girl by the hand.
B. The traffic-officer led the little girl across the street.
2. A. The teamster thought the bridge was safe.
B. The teamster attempted to cross the bridge with a heavy load.
3. A. I believed the man to be honest.
B. I gave him a dollar.
4. A. I hope that you are well and happy.
B. I remain your sincere friend, Mary Brown.
5. A. The Indian raised his rifle.
B. He pointed it at the trapper.
6. A. We found no one at home.

- B. We sat on the verandah until the family arrived.
7. A. Fred fixed his eyes on the ceiling.
B. Fred told how Columbus had reached the new world.
8. A. The dog barked furiously at us as we attempted to open the gate.
B. The dog refused to allow us to enter the field into which our ball had been hit.
9. A. We came to school at 8 o'clock on Monday morning.
B. We found the door locked and no fire on.
10. A. Farmer Brown locked the stable door.
B. He put the key into his pocket.
C. He strolled over to have a chat with Farmer Jones.

209. ANTONYMS

The words *cold* and *hot* are opposite in meaning. *Thick* and *thin* are also opposites. Words which are opposite or nearly opposite in meaning are called *antonyms*.

1. In the lists below, select the *antonyms* and group them together, each pair on the same line.

| | | | |
|--------|---------|--------|---------|
| love | come | late | empty |
| full | ugly | stupid | failure |
| clever | enemy | peace | loss |
| pretty | hate | friend | go |
| early | success | gain | war |

2. Each word in the first column which follows is the antonym of a word in the second

column; the same is true of the words in the third and fourth columns. In your exercise book, make a list of the pairs of antonyms. Use your dictionary if you need to.

| | | | |
|-------------|------------|-----------|-----------|
| ascent | knowledge | vulgar | bold |
| detached | ancient | tragic | respect |
| hostile | descent | abated | absence |
| industrious | coward | contempt | comic |
| ignorance | friendly | timid | refined |
| hero | lazy | courteous | increased |
| modern | disclosed | disgrace | clear |
| concealed | artificial | presence | rude |
| natural | attached | confused | honour |

In the next language period the class will discuss the meanings of the pairs of antonyms in the above list. You will practise using them in sentences. There is an old proverb which says, "We learn to do by doing"; do you think it applies here?

210. A DESCRIPTION

In Section 194 you had a description of Ichabod Crane from Washington Irving's *Legend of Sleepy Hollow*. In the same story Irving describes Ichabod's horse. Part of the description is given here; notice how a good writer can draw a picture in a few words.

The animal he bestrode was a broken-down plough-horse that had outlived almost everything except his viciousness. He was gaunt and shagged, with a ewe neck and a head like a hammer; his rusty mane and tail

were tangled and knotted with burs; one eye had lost its pupil, and was glaring and spectral, but the other had the gleam of a genuine devil in it.

Study the paragraph carefully; use your dictionary to find the meanings of words you do not understand. Make a list of the words and expressions which help to make the description a good one.

211. PRONOUNS

Read aloud the following sentences, paying particular attention to the words used instead of nouns.

What have you learned to call such words?

These pronouns are used correctly in the sentences given here. They are frequently used incorrectly.

When you reach the higher grades you will discover rules for using these pronouns correctly. In your grade you must try to *form the habit* of using them correctly by depending largely on ear training. Become accustomed to the right sound.

He and I are cousins.

She and I sing in the school choir.

In the front row were Mary, Margaret, and I.

Between you and me, I don't believe it.

Mary sat between him and me at the concert.

Between them and us there has always been a feeling of friendliness.

The apples are for you but the pears are for her and me.

Who called?

For whom did you call?

To whom did you give the note?

That man who spoke to us is a new settler.

That man to whom I spoke is a new settler.

That boy who is coming toward us won a medal.

The boy whom we saw at the fair won a medal.

212. ORAL COMPOSITION:

AN ADVENTURE

We had set out in high spirits that morning. Our old motor-boat seemed to share our feelings, for it hummed away with a smoothness which was quite unusual. By nine o'clock a fresh breeze was blowing, and in another half-hour the surface of the bay was covered with whitecaps. Suddenly, and quite without warning, our engine coughed, missed an explosion or two, and stopped. It was only then that we realized how rough the water really was.

What happened next? The teacher will give you several minutes to think the story through. Make it as interesting and exciting as you can. See who can tell the best story.

Perhaps during the telling of the stories, you noticed some way in which a classmate might have improved his oral composition; if so, you may tell the class about it.

213. PREFIXES:

il, im, in, ir

You have only to glance at your dictionary to see that there are a great number of words with one of the prefixes, *il, im, in, ir*. They all have usually about the same meaning and that is *not*. They are all really forms of *in*.

Legal means *according to law*. What would *illegal* mean? *Measurable* means *that can be measured*. What would *immeasurable* mean? Give a meaning for *im-patient, ir-regular*.

You can readily see that the use of any one of these prefixes gives a new word with the opposite meaning.

The following words illustrate the use of the above prefixes:

inattention
immovable
insanity
illegible

irreverent
incomplete
immodest
insufficient

Of how many of these words do you know the meaning? Find in your dictionary the meanings of those you do not know.

Be prepared to give in class next language period six or eight words showing the use of *il, im, in* and *ir*. Where will you find these words?

214. THE TOPIC SENTENCE

Read the following paragraph:

Hallowe'en is not, strictly speaking, a holiday. It is supposed to begin after sundown, and one always gets that part of the day as a holiday anyhow. But one does get a little longer evening because of it, and that is some advantage. Our fathers and mothers, remembering the time when they bobbed for apples and told fortunes, extend the hour for bedtime a trifle on this night of nights.

This paragraph tells us that while Hallow'en is not really a holiday, it brings a little more time for fun and play than most days. You will notice that the first sentence gives us an idea of what the paragraph will deal with; it is therefore called the *topic sentence*.

Read the following paragraphs; decide what each tells about. What is the topic sentence in each? Why do you say so?

As soon as Japanese children are old enough to understand anything, they are taught to control their feelings. If they are sad or in pain, they must not cry or make an ugly face, for that would not be pleasing for others to hear or see. When they are happy and merry, they must not laugh loudly, for that is considered vulgar. So a game played by Japanese children, even though it may be very exciting, is still a very quiet, gentle, and polite one.

One of the books that Columbus liked to read told of the voyages of a man called Marco Polo. This brave traveller had gone far away from his home by the sea. He went always towards the rising sun, sometimes riding

on queer-looking camels with humps on their backs. The book told how Marco Polo had found in that far-off country beautiful, shining cities. He had bought and brought home with him white pearls, soft, shining silks, and many other things of rare beauty.

215. GIVING DIRECTIONS TO OTHERS

How often we hear such questions as these: "How did you do that?" "How did you make that?" "Can you tell me where Mr. Walker lives?"

Giving directions clearly is not easy; practice in telling how to do things is good for you, and will improve your composition.

As Bob Howard was walking to school one morning, an automobile overtook him. The driver stopped the car and said, "Could you tell me where Mr. James Lock lives, please?"

"Certainly," said Bob. "Drive along this road about two miles. That will bring you to White's store; you can tell it by the sign. Take the road to the right there, and follow it until you come to a big red barn about a mile from White's store. After you pass this barn, take the first turn to the left. Mr. Lock's is the first house on the right-hand side of the road."

Do you think that the driver would be able to find Mr. Lock's house? Why do you think so?

You will notice that Bob knew just how to get to Mr. Lock's house. If he had not, he could not have told the stranger how to get there. Before

you can give directions how to do a thing, you must have a clear idea of what you are going to say.

When Bob was directing the stranger he was careful to put "first things first." This is very important when you are telling how to do things.

Give directions how to do one of the things listed below. (1) Have a clear idea of what you are going to say. (2) Be careful to mention each point in the right order; put "first things first."

How to make porridge

How to make a kite

How to find a word in the dictionary

How to care for the teeth

How to harness a horse

How to darn a stocking

How to open a new book

How to take correct writing position

216. WORDS WHICH SHOW RELATION:

PREPOSITIONS

Study the following sentences and observe carefully the work done by the words in italics:

1. A fair little girl sat *under* a tree.
2. The cadets marched *down* the street.
3. A cloud passed *over* the sun.
4. We camped *beside* a lake.
5. There were four blue eggs *in* the nest.

Now read each sentence, omitting the italicized word.

As you read each sentence thus, you feel that the sense of the sentence is incomplete.

The first sentence gives you ideas about a little girl and a tree, but the *relation* or connection between these ideas is not at all clear. You do not know whether the little girl sat up in the tree, or near the tree, or far away from the tree. When the word *under* is supplied, the relation or connection between the little girl and the tree is clearly understood; *The little girl sat under the tree.*

The missing link is now supplied and the sentence makes sense.

The word *under* shows the relation or connection between the noun *tree* and the rest of the sentence.

In the second sentence the word *down* shows the relation or connection between the noun *street* and the rest of the sentence.

Try to state the work of the italicized words in sentences 3, 4, and 5. Because these words are *placed before* a noun or pronoun, they are called *prepositions*.

As you have observed, prepositions show the relation between a noun or pronoun and some other part of the sentence. Pick out the prepositions in the following sentences and state the relation which each preposition shows.

1. The snow lay deep upon the ground.
2. The old man sat by the fire.

3. The building rooks will caw from the windy, tall elm tree.
4. The wild duck built her nest among the tall reeds.
5. We travelled through a dense forest.



217. TWO APRIL POEMS

SONG

April, April,
 Laugh thy girlish laughter;
 Then, the moment after,
 Weep thy girlish tears,
 April, that mine ears
 Like a lover greetest,
 If I tell thee, sweetest,
 All my hopes and fears.
 April, April,
 Laugh thy golden laughter,
 But, the moment after,
 Weep thy golden tears!

SIR WILLIAM WATSON

(Acknowledgment is made to Sir William Watson)

Is this a good description of the month of April? Tell the class why you think it is so or otherwise.

APRIL

The roofs are shining from the rain,
The sparrows twitter as they fly,
And with a windy April grace
The little clouds go by.

Yet the back yards are bare and brown
With only one unchanging tree—
I could not be so sure of spring
Save that it sings in me.

SARA TEASDALE

(By permission of The Macmillan Company, New York)

Does the writer of this poem see many signs of spring in April weather? How does she know that spring has really arrived?

Compare these two poems and say whether you think they are alike in any particular.

The class will read the first poem in unison. The teacher will select two or three members of the class to take turns in reading aloud the second poem.

218. SUPPLYING MODIFIERS

In these sentences fill the blanks with suitable adjectives or adverbs. Remember that a word is needed for *each* blank indicated in the sentences.

1. We walked——and——through the——,
——tunnel of the mine.

2. As the——, ——shouts echoed down the long hall, she listened——and——.
3. "You are a——, ——boy," said Mrs. Robson, as she rocked——in her chair.
4. These——, ——flowers remind me of my ——, ——mother.
5. Her voice was——and——.
6. The——, ——man looked——and——.
7. ——and——we marched off to bed.
8. This ——, —— room is a good place in which to work.
9. When the——, ——moon had risen, the panther stole——and——from his den.
10. A——, ——fox met a——, ——crow.
11. One——, ——morning I took a——walk.

219. GROUP COMPOSITION

In Section 212 you had the story of the adventure in the motor-boat. To-day you will work together and write as good a story as possible. One pupil will write on the board what the class dictates. The class will check the work, but if you notice any mistakes do not mention them until you are asked by the teacher to do so.

Watch the paragraphing carefully. The whole class will decide when you are to begin a new paragraph. Try to make each sentence deal with the topic of the paragraph in which it occurs.

220. BUSINESS LETTERS

You have had in this book a number of examples of friendly and social letters. Quite often, however, you will be required to write to strangers about matters of business. You would expect such letters to be more formal and business-like than those you write to your friends. Study carefully the following business letters, and try to find as many differences as possible between them and the friendly letters which you have already studied.

519 Pownal St.,
Charlottetown, P.E.I.
July 6, 1932.

Mr. John Turner,
201 Elm St.,
Toronto, Ont.

Dear Sir:

I enclose a postal order for one dollar and seventy cents (\$1.70), for which please send me a copy of *The Universal Song Book*, published by the B. T. Wallace Company, Toronto.

Yours truly,
John R. Sims.

209 Main St.,
Regina, Sask.
Aug. 18, 1932.

The Macmillan Company of Canada Limited,
St. Martin's House,
Toronto, Ont.

Gentlemen:

Please send me your latest catalogue of children's

books. I am enclosing ten cents in stamps to cover cost of postage.

Yours very truly,
(Miss) Adela Brown.

Compare the various parts of these letters with those of the model friendly letters which you have already studied.

You will notice that the *heading* contains the sender's address and the date of writing. Is this the same as in a friendly or social letter?

You will notice that the address of the person or company to whom the letter is sent is placed above the *salutation*. Was this done in the friendly letters which you studied?

The *salutation* is, naturally, more formal than in a friendly letter. The second letter is addressed to a company, hence the salutation is not written as if it were addressed to one person only. Sometimes, in place of *Gentlemen*, we write *Dear Sirs*. What punctuation mark is used after the salutation? Sometimes you will find the salutation followed by a colon and a dash (:—). At other times a comma is used as in the friendly letter. The colon is most commonly used.

The *body* of the letter is brief and to the point. The business is stated *clearly, accurately*, and in as *few words* as possible. All business letters should be brief, clear, and polite or courteous in tone. The language used should be plain and the

handwriting legible, so that it may be quickly read and easily understood by the person to whom it is sent. When money is enclosed in a business letter, reference is always made to it, the amount being stated.

The complimentary ending is more formal than in most friendly letters. The forms in most common use are *Yours truly*, and *Yours very truly*.

The writer of the second letter signs her name thus: (*Miss*) *Adela Brown*. She does this in order that the reply to her letter may be properly addressed.

Had the writer been a married woman, she would have signed her letter thus:

Adela Brown

(Mrs. Jas. F. Brown.)

The address on the envelope of a business letter is the same as the address written above the salutation of the letter. How would you address the envelope for each of these model business letters?

221. GIVING DIRECTIONS TO OTHERS

In your last lesson in giving directions you learned two important things: (1) Have a clear idea of what you are going to say. (2) Be careful to mention each point in the proper order.

Suppose that you were telling a person how to make porridge, but forgot to say that salt should

be added to the water; do you think that good porridge would result? This teaches us a third important rule for giving directions to others. *Do not omit any necessary point.*

Tell the class how to do one of the things mentioned below. Imagine that you are doing the thing yourself. Remember the rules you have learned.

How to make fudge or any other kind of candy

How to float in the water

How to pitch a tent

How to repair a puncture in a bicycle tire

How to make a top

How to multiply a fraction by a fraction

How to sew on a button

WRITTEN EXERCISE. Write a description of the way in which you would do one of the things listed above.

222. THE TOPIC SENTENCE

We have seen that the topic sentence tells us in a general way what the paragraph deals with. It usually comes either at the beginning of a paragraph or very near it.

Your teacher will ask you to examine several paragraphs from your Reader. Find the topic sentence of each. Give reasons for your opinion.

223. COMBINING SENTENCES

Notice how the two short sentences below have been combined to form one sentence.

I felt very hungry.

I began to think of my dinner.

Feeling very hungry, I began to think of my dinner.

In any written composition it is well that you should use some variety in the form of your sentences. A composition that contains only short sentences is not interesting to read. From the example given above, you will observe that it is possible to combine two or more ideas into one sentence.

Combine the following pairs of sentences into one sentence:

(a) I saw that the boy was in great danger.

(b) I went immediately to his assistance.

(a) We ran all the way to the railway station.

(b) We were barely in time to catch the train.

(a) The Indians crouched behind trees and boulders.

(b) The Indians fired upon the soldiers.

(a) We pitched our tent by the side of the lake.

(b) We decided to camp there for the remainder of the holidays.

(a) The hunters reached the head waters of a great river.

(b) They paddled their canoes down this river for many miles.

224. BUSINESS LETTER MODELS

125 Pleasant St.,
Halifax, N.S.
Feb. 10, 1932.

Messrs. Brown, Strong & Co.,
29 Highland Ave.,
Montreal, Que.

Dear Sirs:

Enclosed herewith find postal order for six dollars and fifty cents (\$6.50), on receipt of which please send me one Rugby football, listed as No. 72 on page 12 of your catalogue.

Yours truly,

John C. Sandborne.

Notice that when you write to a firm or a company made up of several men you cannot use the title *Mr.* or the salutation *Dear Sir*. What forms are used in the above letter?

225 Mayfair Ave.,
Saskatoon, Sask.
May 30, 1932.

The Deputy Minister,
Department of Agriculture,
Ottawa, Ontario.

Dear Sir:

I should be grateful to receive from your department any publications on the bird life of Eastern Canada which you may have for distribution.

Yours very truly,

(Miss) Janet Marston.

225. PREPOSITIONS

What is the work of a preposition?

Use the following prepositions in sentences:

| | | | |
|--------|-------|--------|-------|
| in | over | before | to |
| toward | into | for | above |
| with | often | above | near |
| with | after | about | near |

Complete the following sentences by supplying prepositions:

1. The moon rose _____ the mountain.
2. The strange cry seemed to come _____ the old deserted house.
3. We heard footsteps _____ us.
4. He came _____ us _____ the picnic.
5. These plants grow _____ water.

Name objects in the school-room and state their relation to other objects.

Examples: John sits *beside* Charles.

A map of Canada hangs *on* the wall.

What preposition do you use in each sentence to express this relation?

226. GIVING DIRECTIONS TO OTHERS

You have learned three important rules for giving directions. What are they?

Give directions for doing one of the following:

How to add decimal fractions

How to prepare a vegetable garden

How to make a fire in a fire-place

How to make a fire in the open

How to make an apron
How to boil an egg
How to feed a dog or other pet
How to make a cake
How to play your favourite game

WRITTEN EXERCISE. Write a short, clear account of how you would do one of the things mentioned.



227. BUILDING SENTENCES

This exercise will give you practice in the use of modifiers in sentence building.

Wind Blew

Here you have the mere frame-work of a sentence. On this frame-work, by the use of modifiers, sentences might be built up like the following:

1. A cold wind blew across the prairie.
2. A cold north wind blew all night long across the prairie.

3. A piercingly cold north wind blew all night long with undiminished violence across the open prairie.

The modifiers used may be single words or phrases.

WRITTEN EXERCISE. By the use of suitable modifiers, expand each of the following *skeletons* or *frame-works* of a sentence into a good sentence. The teacher and pupils may work together and do the first two.

1. Children played
2. Giants lived
3. Squirrels made
4. I remember
5. Robin built
6. Automobile passed
7. I ran
8. Man came

When the sentences are completed, as many as there is time for should be read aloud by pupils in turn. The class should compare the results of this work very carefully. You will very soon observe that the frame-work of each sentence has been treated in a variety of ways. Probably no two pupils have written any one sentence in exactly the same way.

This exercise teaches you that a sentence varies or changes according to the thought of the speaker or writer.

While each pupil began with the same framework, the completed sentences varied greatly, because of the different thoughts which the various pupils wished to express. This variety in sentence building is made possible by the use of modifying words and phrases.

228. BUSINESS LETTERS:

PRACTISING WHAT YOU HAVE LEARNED

Keep in mind the following rules when writing a business letter:

1. A well-written business letter should be as brief as possible.
2. It should be perfectly clear.
3. It should be courteous.
4. It should be written neatly and legibly.
5. It should have no mistakes in spelling or in composition.
6. The *heading*, *address*, *salutation*, *complimentary ending*, and *signature* should be written in the correct form.

In this or other periods the teacher will ask you to write as many of the letters suggested below as you have time for. Observe the above rules carefully.

Write a letter to a firm which deals in garden seeds, asking for its latest catalogue.

Write to the Deputy Minister of Education,

Edmonton, Alberta, asking for a copy of the public school Course of Study.

Write to Messrs. Jones, Carson & Co., Sherbrooke, Quebec, enclosing stamps for postage and requesting a sample package of drawing crayons.

Write to The Howson Company, Water St., St. John, N.B., enclosing a postal note for \$1.50, and asking for a copy of *How to Build a Glider*.

Write to The B. C. Telephone Company, Victoria, B.C., enquiring about the cost of a house telephone.

Address an envelope to go with each letter.

229. SINGULAR AND PLURAL

Re-write each of the following sentences, changing each singular noun to the plural. What other changes will be necessary?

1. An autumn leaf is blown about by the wind.
2. A robin builds its nest in a tree.
3. The new year comes and the old year goes.
4. The squirrel gathers nuts in the grove.
5. The horse is a noble and useful animal.
6. This is a very interesting book.
7. This tree is loaded with pears.
8. That chair is broken.
9. A very old man usually carries a cane.
10. A dog is a faithful friend.

Re-write the following sentences, changing each plural noun to the singular; make any other changes which may be necessary.

1. Crows often steal the farmer's corn.
2. Bears sleep during the winter.
3. In the far North, the winters are long and cold.
4. Swallows build their nests of mud.
5. Boys like to fly kites.
6. These children live a long way from school.
7. The little brooks sing a glad song as they rush to join the wide river.
8. The songs of meadow larks come to us over the fields.
9. Angry men seldom listen to reason.
10. Fine days are not unusual in September.

230. POEM STUDY

The teacher will read to you the following poem. It is full of singing words which describe the beauty of lilies growing in a garden.

DOROTHY'S GARDEN

Dear, in all your garden I have planted yellow lilies,
Dainty yellow lilies everywhere you go:
They are nodding slim and stately down the paths
along the hedges,
Delicately stepping, they curtsy in a row.

So when you walk among them like a lily in your slimness,
With your shining head just bending graciously,
All the little angels that look down upon your garden
Will wonder which is lily and which is Dorothy.

ALINE KILMER

(By permission of Doubleday, Doran and Company, Inc.)

Read aloud the words which you think give colour and beauty to the poem. In what ways does the young girl mentioned in the poem resemble the lilies?

The teacher will select several good readers to read the poem aloud, after which the class will read it in unison.

231. WRITING PARAGRAPHS

What have you learned about the topic sentence?

Below is a number of suggested topic sentences. Use any two, and write brief paragraphs which expand the ideas contained in the sentences chosen. Before you do this, one paragraph will be written as a group exercise.

1. The door opened and in walked the strangest figure.
2. I can still remember how the little schoolhouse looked.
3. That seemed to be my unlucky day.
4. To learn to "play the game" is one of the most important things in the life of a boy or girl.
5. The aeroplane has made it possible to cover great distances in a very short time.
6. Regular attendance at school is of the greatest importance.

Check your work carefully. The teacher will select the three best paragraphs which are written; the pupils who wrote them will put them on

the board before the next language lesson. The class will then discuss these three paragraphs.

232. *Write, Throw, Swim*

Study the following sentences so that you may learn to use correctly different forms of the above verbs.

We *write* every day.

We *wrote* a story about Marco Polo.

I *have written* my exercise.

Have you written your letters yet?

I *swim* in the lake every morning.

Yesterday I *swam* across the lake.

We *have swum* in this lake for many summers.

He *had swum* about a mile when he was seized with cramp.

We *throw* the wrappers of our lunches into the waste-paper basket.

The boy *threw* the ball over the school-house.

I *have thrown* the apple cores into the garbage can.

Have you thrown away those beautiful flowers?

The letter *was written* in red ink and *was thrown* into the waste-basket.

Correct forms to use when present time is referred to: *write* or *writes*; *swim* or *swims*; *throw* or *throws*.

In past time, but without a helping word such as *have*, *had*, *is*, *was*, *were*, etc.: *wrote*, *swam*, *threw*.

In past time, with helping words: *written*, *swum*, *thrown*.

Fill in these blanks with the proper forms of *write, throw, swim*.

I ——— a letter to my cousin, in which I asked him if it were true that a dog had ——— across the lake when it was ——— out of the boat by some cruel boys.

Have you ever ——— in salt sea-water?

How long is it since you have ——— to your parents?

Someone must have ——— a stone through that window.

After he had ——— off his heavy coat, he ——— out and rescued the drowning boy.

233. SENTENCE BUILDING

In Section 227 you had an exercise on building sentences from bare “frame-works” or “skeletons.” From this exercise you learned that variety of thought is expressed by the use of different modifiers. Read again the first part of the section referred to.

Using the first “frame-work” given, each pupil will write an interesting sentence; use a number of modifiers, but be sure that your sentence is clear. No sentence which does not clearly express the thought intended is a good sentence. After sufficient time has been allowed, a number of pupils will be called on to read their sentences; the best may be written on the board.

Deal in this way with as many of the “frame-works” as possible.

- | | |
|-----------------------|------------------|
| 1. Girl sat. | 5. King lived. |
| 2. Frogs decided. | 6. Fruit grew. |
| 3. I have lived. | 7. Dog lost. |
| 4. Horse was grazing. | 8. Kitten found. |

234. PARAGRAPH PUZZLE

In Sections 27 and 84 you worked sentence puzzles. Here is a puzzle made of a paragraph instead of a sentence. Be sure that you re-arrange the sentences which go to make up the paragraph in such a way that the ideas will come in reasonable order. Find your topic sentence first.

(1) Only a great hole was left to show where the treasure had been hidden. (2) Nothing gave him greater delight than to see and feel them. (3) One of them brought him a stone and told him to bury that. (4) A miser once had a great box of gold which he hid in his garden. (5) "It will do as well to look at as the gold you never used," said he. (6) One day when he came to look at them, they and the box were gone. (7) His neighbours came running to see what was the matter. (8) Every little while he would steal away to this spot, dig up the box, open it, and let the coins slip through his fingers. (9) When he saw what had happened he wept bitterly and tore his hair.

What number represents the correct answer to this puzzle?

Re-write the story with the sentences arranged properly.

235. ANTONYMS

What name did we give to words which are opposite, or nearly opposite, in meaning?

1. In the columns below you will find pairs of such words. You may need to use your dictionary for some of these.

| | | | |
|----------|---------|-----------|--------|
| pleasure | hasten | death | retard |
| stingy | citizen | well-bred | alien |
| hope | rude | pain | polite |
| vulgar | despair | generous | life |

2. In the second part of Section 209 you had an exercise in picking out pairs of antonyms; this exercise is to be done in the same way. If you have not time in this period, use the next period to practise using the words in sentences.

| | | | |
|-----------|------------|-------------|-------------|
| hastily | imprisoned | assemble | bright |
| captivity | gradually | doubtful | treacherous |
| vanished | freedom | sombre | disperse |
| dull | slowly | inferior | assistance |
| end | gentle | trustworthy | certain |
| graceful | familiar | suspected | vague |
| suddenly | bright | punctuality | trusted |
| fierce | beginning | opposition | harm |
| released | appeared | definite | superior |
| strange | awkward | benefit | tardiness |



236. A DESCRIPTION

Here is another piece of descriptive writing which is entirely different from those which you have had before. Read it and try to see the picture which it paints.

High overhead the great white clouds were loitering across the deep-blue heaven. White butterflies wavered above the road. Tall foxglove spires lit the woodland shadows with rosy gleams. Bluebells and golden ragwort fringed the hedge-rows. A family of young wrens fluttered in and out of the hawthorns. A yellow-hammer, with cap of gold, warbled his sweet, common little song. The colour of the earth was warm and red; the grass was of a shade so living that it seemed to be full of conscious gladness. It was a day and a scene to calm and satisfy the heart.

(From "Days Off," by Henry Van Dyke, by permission of Charles Scribner's Sons).

This beautiful description contains many examples of the choice of *exactly the right word*. The

author speaks of the clouds *loitering*; he says that the butterflies *wavered*, and that the young wrens *fluttered*. What other words might have been used instead of these? Do you think they would have been as effective? Why?

Pick out other words and expressions which you think help to make the description a good one. Try to use other words in their places; do you think that this improves the passage?

237. CONJUNCTIONS

1. Jack went up the hill.
2. Jill went up the hill.
3. Jack and Jill went up the hill.

If you study the above sentences carefully you will note that the third sentence contains the thoughts of the other two. It is possible to express these two thoughts in one sentence with the help of the little word *and*.

The work that the word *and* does in the third sentence is to join together the words *Jack—Jill*.

The word *and* acts as a link.

1. We stood by the sea-shore.
2. We watched the great waves rolling in.
3. We stood by the sea-shore *and* watched the great waves rolling in.

Observe that in the third sentence the link word *and* joins groups of words.

He rode all unarmed and he rode all alone.

What is the link or joining word in the above sentence? Does it join single words or groups of words?

You may go but you must not stay late.

What word joins two groups of words in the above sentence?

Will you have an apple or a pear?

What is the joining word in the above sentence?

Words like *and*, *but*, *or*, in the above sentences, which join or connect words or groups of words, are called *conjunctions*.

Pick out the conjunctions in the following sentences and state whether each conjunction joins single words or groups of words.

1. The rain is over and gone.
2. The sun rose clear but the sky was cloudy at noon.
3. He deserves help and we will help him.
4. Catch me if you can.
5. We must make haste or we shall be late.
6. Speech is silver but silence is golden.
7. He walks very slowly for he is very tired.
8. The flowers were parched because there had been no rain.

238. SUFFIXES

In Section 176 we learned that a *prefix* was "A letter, word or syllable placed at the beginning of a word."

If a letter, syllable, or a word is added to the end of a word to change its meaning we called the added part a *suffix*.

Study the suffixes in these sentences:

1. The task seemed *hopeless*.
2. The city was ruled by a *pitiless* tyrant.
3. The kitten was in a *playful* mood.
4. You will always find him *truthful*.
5. It was a *glorious* sunset.
6. What a *piteous* sight it was!
7. The old man was growing *childish*.
8. We had a *visitor* at school to-day.
9. My *teacher* likes to play ball.

Here are meanings which fit the suffixes used in these sentences. Try to decide which meaning fits best with each of the suffixes. Which two have about the same meaning?

1. like
2. one who does the act of
3. without
4. full of

The class will work as a group and prepare a list of words ending in *less*, *ful*, *ous*, *ish*, or and *er*.

239. THE USE OF MODIFIERS

In the column on the left in this section are sentences in which certain words are omitted.

In the column on the right are a number of single-word modifiers and phrase modifiers.

The exercise is to choose, from the column on the right, modifiers which are most suitable to fill in the blanks in the sentences in the left-hand column.

This is an exercise to train you to choose the most suitable words and phrases to modify nouns and verbs.

In your exercise book write the sentences, filling in the blanks with suitable modifiers.

- | | |
|---|--|
| 1. <u>Color</u> flowers grew _____. | of a feather |
| 2. Diamonds are very _____. | of wealth |
| 3. The _____ ships beat _____. | of might |
| 4. Birds _____ flock together. | beautiful |
| 5. Men _____ can do much good. | fascinating |
| 6. Samson was a man _____. | costly |
| 7. Our lessons in geography are always _____ but our history lessons are sometimes even _____. | in the garden interesting splendid fine |
| 8. The day was _____. | white-winged |
| 9. The guards presented a <u>back and forth</u> appearance in their new uni- forms. | |

10. We were served a most—— excellent
dinner. glorious
11. Three fishers went sailing out into the west
——.
12. We have won a——victory.

There are six phrase modifiers in the sentences given. After you have finished your written exercise, the class will decide whether these are adjective phrases or adverb phrases. A reason should be given in each case.

240. BUSINESS LETTERS

Practise what you have learned about writing business letters by doing one or more of the following exercises. Before you write, read Section 228.

1. Write a letter to Mr. John Ryerson, 216 St. Catherine St., Montreal, Que., requesting a copy of his catalogue of sporting goods.
2. Write a letter to the Maclean Publishing Company, 143-153 University Ave., Toronto, Ont., asking for a sample copy of the *Canadian Magazine*. Mention that you are enclosing thirty cents to cover cost.
3. Write Mr. John Turner's reply to Mr. John Sim's letter in Section 220.
4. Write to The Cambridge University Press, 70 Bond St., Toronto, Ont., asking for a catalogue of boys' books.

Check carefully what you have written. How does it compare in form with the model business

letters in Sections 220 and 224? Have you followed all the directions given about the writing of a business letter?

The teacher will select one of the letters written by a pupil, write it on the blackboard, and, with the help of the class, correct any errors which it may contain. Copy the letter, as corrected, in your exercise book.

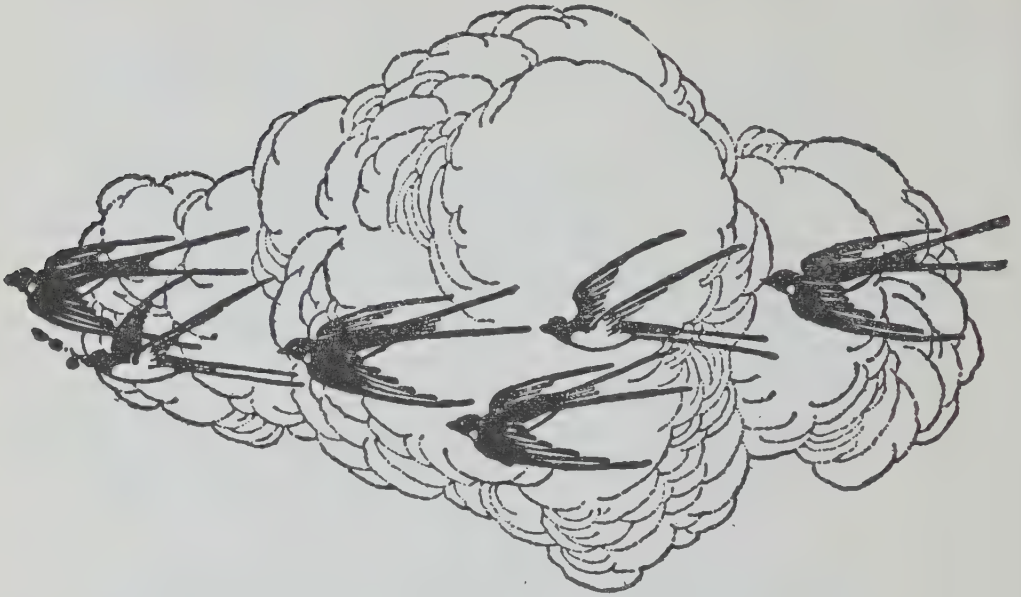
241. PARTS OF SPEECH:

REVIEW

The teacher and class will review briefly the work done by each of the following parts of speech: noun, pronoun, verb, adjective, and adverb.

Pick out the nouns, pronouns, verbs, adjectives, and adverbs in the selections below.

1. Down in the valley lived the peasants. These poor people farmed the land, but the cruel giants often carried away their crops.
2. Iris soon missed her precious pot of gold. In great alarm she hastened to Zeus and told him of her loss. Zeus immediately sent Hermes in search of the gold.
3. All spiders do not entangle their prey in the same kind of web; there are different patterns for different hunters. One of the most familiar webs is round like a wheel, with spokes that are held together by a spiral of sticky thread.



242. SUBJECT AND PREDICATE:

REVIEW

Find suitable subjects for the predicates given below and then write out the completed sentences in your exercise books.

1. _____ found the den of a fox.
2. _____ is the largest city in Canada.
3. _____ fell to the ground and was promptly seized and eaten by Reynard.
4. _____ could carry the human voice only a very short distance.
5. _____ swings from the elm bough.
6. _____ came across the meadow.
7. _____ sailed off in a wooden shoe.
8. _____ made his home in the hollow of a big oak tree.

Supply suitable predicates for the following

subjects and then write out the completed sentences.

1. Alexander Graham Bell, the inventor of the telephone _____.
2. The ships of the enemy _____.
3. The foolish frogs _____.
4. His early efforts _____.
5. His only friend in the world _____.
6. The poor lad _____.
7. The old bell hanging in the tower _____.
8. The pleasant south wind _____.

243. A CLASS COMPOSITION

To-day you will write a class composition. The teacher may tell you a story or you may choose any story you wish. The story will be written on the board by a pupil.

This lesson is given to make sure that you understand the various points about which you should be careful in writing a composition.

1. Make a plan.
2. Discuss the paragraphing.
3. Decide on the proper punctuation; explain why each particular punctuation mark is used.

Write the story in your exercise book just as it appears on the board. Be careful of the form of your work.

244. *Who, Which, That*

Read these sentences carefully:

1. I am sure you will like the friend *who* is coming to visit me.
2. *Who* do you think it is?
3. The woman *whom* you met at Mrs. Thompson's is my sister.

Do the words *who* and *whom* in the sentences refer to persons or to things?

Now note these:

1. He had a knife *which* was very sharp.
2. She made a dress *which* was blue.
3. The house *which* stood on the hill was burned last night.

Does *which* refer to persons or to things?

Here are two more sentences to read:

1. The boy *that* gave me this knife has moved away.
2. This is the house *that* Jack built.

To what does *that* refer in sentence 1? In sentence 2?

Remember this rule:

Who is used when we refer to persons, *which* when we refer to things, but *that* may be used in referring to either persons or things.

In your exercise book write three sentences using *who*, three using *which*, and three using *that*, as taught in the above rule.

245. ANTONYMS

Look again at your definition of *antonyms* in Section 209.

Write the words given below in a column in your exercise book and opposite each word try to write an antonym.

falsehood, victory, ugly, absent, idle, merry,
heavy, shut, broad, crooked, smooth, sour,
poverty, praise, retreat, cruelty, give, buy,
decrease.

246. DESCRIPTION:

AN UNUSUAL HOUSE

This description of a very unusual house is taken from Charles Dickens' famous book, *David Copperfield*. In the story, David tells us that when he went to visit Peggotty's home he could see no house. All that he could see was a "black barge, or some other kind of old boat, high and dry on the ground, with an iron funnel sticking out of it for a chimney and smoking very cozily." He was surprised to find that this "ship-looking thing" was the house in which he was to stay.

Here is the word picture which Dickens gives us of the inside of the house. Notice the use of *interesting detail*.

It was beautifully clean inside and as tidy as possible. There was a table, and a Dutch clock, and a chest of drawers, and on the chest of drawers there was a



tea-tray with a painting on it of a lady with a parasol, taking a walk with a child who was trundling a hoop. The tray was kept from tumbling down by a Bible; and the tray, if it had tumbled down, would have smashed a quantity of cups and saucers and a tea-pot that were grouped around the book.

On the walls there were some common coloured pictures, framed and glazed, of Scripture subjects, such as I have never seen since in the hands of peddlers without seeing the whole inside of Peggotty's house again, at one

view. Abraham in red, going to sacrifice—Isaac in blue, and Daniel in yellow cast into a den of green lions, were the most prominent of these.

There were some hooks in the beams of the ceiling, the use of which I did not see then; and some lockers and boxes and conveniences of that sort, which served for seats and eked out the chairs.

WRITTEN COMPOSITION. Write a description of any room which you know well. Make your reader see what you are describing. Choose words which give a clear picture; try to introduce interesting detail.

247. DIRECT AND INDIRECT QUOTATION

You should by this time be able to write direct and indirect quotations without making any errors. In your language exercise book rewrite each of the following sentences. Change each direct quotation to the indirect form, and each indirect to a direct quotation. In order to make sure that you understand what you are to do, the first two sentences will be done as a group exercise and written on the board.

1. The robin declared that he was willing to stay until the snow began to fall.
2. "Frank, come down from that ladder," said Anne, stamping her foot.
3. "If you will come with me," said Mr. Foster, "I will show you something that you have never seen before."

4. The old minstrel boasted that he could sing of dashing knights and fair ladies.
5. The sun said that he was willing to accept the wind's challenge.
6. "Now, Mr. Wind, you see which is the stronger," said the sun.
7. "If you will pass the cake to me," said Fred, "you will see that my appetite is still good."
8. The old horse thought to himself that his master would not enjoy standing in the cold so long.
9. "If every fellow were a good sport," said Mr. Fraser, "the winners would always be praised by the losers."
10. The general ordered the soldiers to charge for the guns.

248. INTERJECTIONS

Study the following sentences.

1. Hark! I hear a joyful sound!
2. Ah! Now I understand!
3. Hurrah! To-morrow will be a holiday!
4. Pshaw! I don't believe it!
5. Bah! said Scrooge.
6. O! whither sail you, brave Sir John?
7. And lo! Ben Adhem's name led all the rest.
8. Hush! the bear will hear thee!

In the above sentences you will notice that the first word in each sentence seems to stand apart from the rest of the sentence. About the only work which these words may be said to do is to represent sounds which express strong feeling or emotion.

These words are called *interjections*, because they are *thrown into* or *interjected* into the sentences.

Note that each interjection is followed by an *exclamation* point. This exclamation point is a sign to you that in oral reading you must try to express the proper strong feeling.

Look through your school Reader and find ten examples of interjections.

249. SAVING OUR FORESTS

Look at the picture opposite page 115.

Big fires were once small fires, and small fires may be put out.

Do you remember the story of the brave little Dutch boy who discovered the small hole in the dike? If not, your teacher will tell it to you.

Could you make up a similar story about a group of boys who discovered a forest fire shortly after it had started?

What did the heroism of the Dutch boy mean to his country?

What might the brave action of the boys in your story mean to their community and country?

Good citizenship demands that we do everything possible to prevent forest fires.

250. DOUBLE NEGATIVES

When a boy says to you, "Sam hasn't eaten no lunch yet," do you think he has said what he probably wished to say? He likely intended you to understand, "Sam hasn't eaten *any* lunch yet."

When boys or girls from other countries where English is not commonly spoken try to speak our language, we may at times be inclined to smile. It is a fact, however, that many Canadian pupils of English-speaking parents use the English language with a great many errors.

In the sentence, "Sam hasn't eaten no lunch yet," *hasn't* means *has not*. If Sam has *not* eaten no lunch he must have eaten *some lunch*.

Not is called a *negative*, or a word which expresses the *no* side of an idea rather than the *yes* side. *No*, *nobody*, *nothing*, and similar words are negatives. These are useful words but, if we put two of them in one small sentence, we often change our meaning. This is what we call *using double negatives*, and we must guard against that. The word *hasn't* in our first sentence is a *negative*. *No* is another.

It is well that you should write some sentences which will help to keep you from using these *double negatives*. Remember that the only work that is of value is that which is done *correctly*. Find your own errors.

1. I don't owe (no, any) money I cannot pay.
2. He couldn't find (anybody, nobody) in the house.
3. She didn't buy (nothing, anything) at the store.
4. I am sure you wouldn't do (any, no) such thing.
5. Won't (somebody, nobody) help me?
6. We don't like to have (nobody, anybody) talk to us when we work.
7. They can't have (none, any) of our apples.
8. We didn't do (no, any) harm to (nobody, anybody).



251. PARAGRAPHING AND PUNCTUATION

Paragraph the following story and supply all necessary punctuation marks and capitals:

there is no bird so much loved by the people of holland as the stork it is thought that the stork brings good luck and the great birds are encouraged to make

their nests on the housetops many years ago a great fire broke out in delft in holland the month was may and the young storks had not yet learned to fly the flames swept nearer and nearer to the nests seeing the danger the parent birds tried to carry the nestlings to a place of safety this they found impossible for the young birds were too heavy at last the parent birds saw that there was no way to save their nestlings but they determined to protect them as long as possible spreading their wings over the nests they kept off the cruel flames until they and their young died together.

APPENDIX

THE SANDS O' DEE

"O Mary, go and call the cattle home,—
And call the cattle home,
And call the cattle home,
Across the sands o' Dee!"

The western wind was wild and dank wi' foam,
And all alone went she.

The western tide crept up along the sand,
And o'er and o'er the sand,
And round and round the sand,
As far as eye could see.

The rolling mist came down and hid the land:
And never home came she.

"Oh is it weed, or fish, or floating hair—
A tress o' golden hair,
O' drowned maiden's hair,
Above the nets at sea?"

Was never salmon yet that shone so fair
Among the stakes on Dee.

They row'd her in across the rolling foam,
The cruel crawling foam,
The cruel hungry foam,
To her grave beside the sea:

But still the boatmen hear her call the cattle home.
Across the sands o' Dee.

CHARLES KINGSLEY

A PAGE OF LIMERICKS AND NONSENSE VERSE

Have you ever tried to write a limerick?
Many famous authors have amused themselves,
and others, by writing these nonsense verses. It
must be a true saying that

"A little nonsense now and then
Is relished by the best of men."

The Reverend Henry Ward Beecher
Called a hen a most elegant creature.

The hen, pleased with that,
Laid an egg in his hat,—
And thus did the hen reward Beecher!

OLIVER WENDELL HOLMES

There was an old man of the Cape,
Who made himself garments of crepe.

When asked, "Do they tear?"
He replied, "Here and there,
But they're perfectly splendid for shape!"

R. L. STEVENSON

'There was an old man who said, "How
Shall I flee from this horrible cow?"

I will sit on this stile,
And continue to smile,
Which may soften the heart of that cow."

EDWARD LEAR

I'd rather have Fingers than Toes;
I'd rather have Ears than a Nose;

And as for my Hair
I'm glad it's all there;
I'll be awfully sad when it goes!

GELETT BURGESS

A FAREWELL

My fairest child, I have no song to give you;
No lark could pipe to skies so dull and gray;
Yet, ere we part, one lesson I can leave you
For every day:

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast Forever
One grand sweet song.

CHARLES KINGSLEY

CHRISTMAS EVERYWHERE

Everywhere, everywhere, Christmas to-night!
Christmas in lands of the fir-tree and pine,
Christmas in lands of the palm-tree and vine,
Christmas where snow peaks stand solemn and white.
Christmas where cornfields stand sunny and bright.

Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace, like a dove in his flight,
Broods o'er brave men in the thick of the fight;
Everywhere, everywhere, Christmas to-night.

For the Christ-child who comes is the Master of all;
No place too great, no cottage too small.

PHILLIPS BROOKS

(Acknowledgment is made to the author)

MR. WELLS

On Sunday morning, then he comes
To church, and everybody smells
The blacking and the toilet soap
And camphor balls from Mr. Wells.

He wears his whiskers in a bunch,
And wears his glasses on his head.
I mustn't call him Old Man Wells—
No matter—that's what Father said.

And when the little blacking smells
And camphor balls and soap begin
I do not have to look to know
That Mr. Wells is coming in.

ELIZABETH MADOX ROBERTS

(By permission of the Author and the Viking Press)

WEATHERS

I

This is the weather the cuckoo likes,
And so do I;
When showers betumble the chestnut spikes,
And nestlings fly:
And the little brown nightingale bills his best,
And they sit outside at "The Travellers' Rest,"
And maids come forth sprig-muslin drest,
And citizens dream of the south and west,
And so do I.

II

This is the weather the shepherd shuns,
And so do I;
When beeches drip in browns and duns,
And thresh, and ply;
And hill-hid tides throb, throe on throe,
And meadow rivulets overflow,
And drops on gate-bars hang in a row,
And rooks in families homeward go,
And so do I.

THOMAS HARDY

(By permission of Macmillan & Co., Ltd., London)

My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

WILLIAM WORDSWORTH

The lily has an air,
And the snowdrop a grace,
And the sweetpea a way,
And the heartsease a face,—
Yet there's nothing like the rose
When she blows.

CHRISTINA ROSSETTI

(By permission of Macmillan & Co., Ltd., London)

INTERIOR

The little moths are creeping
Across the cottage pane;
On the floor the chickens gather,
And they make talk and complain.

And she sits by the fire
Who has reared so many men;
Her voice is low like the chickens,
With the things she says again.

"The sons that come back do be restless,
They search for the thing to say;
Then they take thought like the swallows,
And the morrow brings them away.

"In the old, old days, upon Innish,
The trees were lucky and bright,
And if you lay down you'd be covered
By the grass of one soft night."

She speaks and the chickens gather,
And they make talk and complain,
While the little moths are creeping
Across the cottage pane.

PADRAIC COLUM

(From "Wild Earth and Other Poems" by permission of The Macmillan Company, New York)

HOME

Stay, stay at home, my heart, and rest;
Home-keeping hearts are happiest,
For those that wander they know not where
Are full of trouble and full of care;
 To stay at home is best.

Weary and homesick and distressed,
They wander east, they wander west,
And are baffled and beaten and blown about
By winds of the wilderness of doubt;
 To stay at home is best.

Then stay at home, my heart, and rest;
The bird is safest in its nest;
O'er all that flutter their wings and fly
A hawk is hovering in the sky;
 To stay at home is best.

HENRY WADSWORTH LONGFELLOW

DO YOU FEAR THE WIND?

Do you fear the force of the wind,
The slash of the rain?
Go face them and fight them,
Be savage again.
Go hungry and cold like the wolf,
Go wade like the crane;
The palms of your hands will thicken,
The skin of your cheeks will tan,
You'll grow ragged and weary and swarthy,
 But you'll walk like a man!

HAMLIN GARLAND

(By permission of the author)

THE SANDPIPER

Across the narrow beach we flit,
One little sandpiper and I,
And fast I gather, bit by bit,
The scattered driftwood bleached and dry.
The wild waves reach their hands for it,
The wild wind raves, the tide runs high,
As up and down the beach we flit—
One little sandpiper and I.

Above our heads the sullen clouds
Scud black and swift across the sky;
Like silent ghosts in misty shrouds
Stand out the white lighthouses high.
Almost as far as eye can reach
I see the close-reefed vessels fly,
As fast we flit along the beach—
One little sandpiper and I.

I watch him as he skims along,
Uttering his sweet and mournful cry;
He starts not at my fitful song,
Or flash of fluttering drapery;
He has no thought of any wrong;
He scans me with a fearless eye.
Staunch friends are we, well tried and strong—
The little sandpiper and I.

Comrade, where wilt thou be tonight
When the loosed storm breaks furiously?
My driftwood fire will burn so bright!
To what warm shelter canst thou fly?

I do not fear for thee, though wroth
The tempest rushes through the sky:
For are we not God's children both,
Thou, little sandpiper, and I.

CELIA THAXTER

(By permission of and by arrangement with Houghton, Mifflin Company)

GODFREY GORDON GUSTAVUS GORE

Godfrey Gordon Gustavus Gore—
No doubt you have heard the name before—
Was a boy who never would shut a door!

The wind might whistle, the wind might roar,
And teeth be aching and throats be sore,
But still he never would shut the door.

His father would beg, his mother implore,
"Godfrey Gordon Gustavus Gore,
We really *do* wish you would shut the door!"

Their hands they wrung, their hair they tore;
But Godfrey Gordon Gustavus Gore
Was deaf as the buoy out at the Nore.

When he walked forth the folks would roar,
"Godfrey Gordon Gustavus Gore,
Why don't you think to shut the door?"

They rigged out a shutter with sail and oar,
And threatened to pack off Gustavus Gore
On a voyage of penance to Singapore.

But he begged for mercy, and said, "No more! .
Pray do not send me to Singapore
On a shutter, and then I will shut the door!"

"You will?" said his parents; "then keep on shore!
But mind you do! For the plague is sore
Of a fellow that never will shut the door,
Godfrey Gordon Gustavus Gore!"

WILLIAM B. RANDS

The class will read this poem in unison. Pronounce each word distinctly.

THE NORTH-WEST—CANADA

Oh would ye hear, and would ye hear
Of the windy, wide North-West?
Faith! 'tis a land as green as the sea,
That rolls as far and rolls as free,
With drifts of flowers, so many there be,
Where the cattle roam and rest.

Oh could ye see, and could ye see
The great gold skies so clear,
The rivers that race through the pine-shade dark,
The mountainous snows that take no mark,
Sun-lit and high on the Rockies stark,
So far they seem so near.

Then could ye feel, and could ye feel
How fresh is a Western night!
When the long land-breezes rise and pass
And sigh in the rustling prairie grass
When the dark-blue skies are clear as glass,
And the same old stars are bright.

But could ye know, and for ever know
The word of the young North-West!
A word she breathes to the true and bold,
A word misknown to the false and cold,
A word that never was spoken or sold,
But the one that knows is blest.

MOIRA O'NEILL

(From "Songs and More Songs of the Glens of Antrim" by permission of The Macmillan Company, New York)

WHEN YOU WALK

When you walk in a field
Look down
Lest you tramp
On a daisy's crown!

But in a city
Look always high,
And watch
The beautiful clouds go by!

JAMES STEPHENS

(By permission of Macmillan & Co., Ltd., London)

THE DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of the bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.



The waves beside them danced, but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company;
I gazed, and gazed, but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the daffodils.

WILLIAM WORDSWORTH

REQUIEM

Under the wide and starry sky
Dig the grave and let me lie;
Glad did I live and gladly die,
And I laid me down with a will.

This be the verse you 'grave for me:
*Here he lies where he long'd to be;
Home is the sailor, home from sea,
And the hunter home from the hill.*

ROBERT LOUIS STEVENSON

(By permission of Charles Scribner's Sons)

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